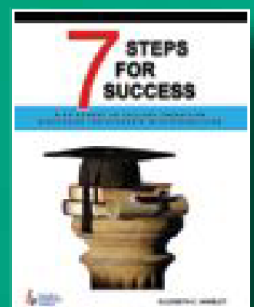
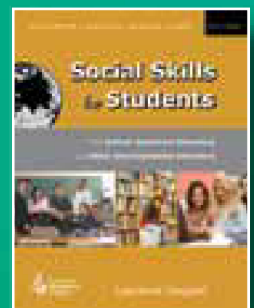
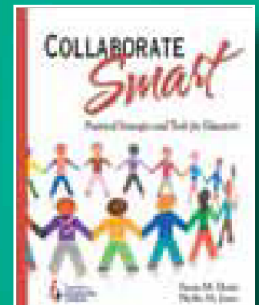
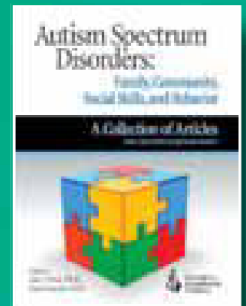


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*- Erica Lembke, Associate Professor, Department of Special Education, University of Missouri, Columbia, MO*



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# Table of Contents

*Resources to educate children and youth with disabilities and/or gifts and talents.*

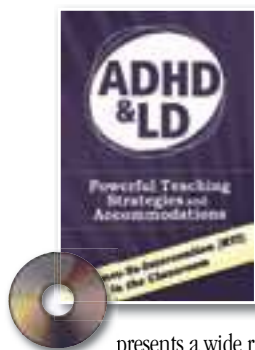
ADD/ADHD .....	2
ASSESSMENT.....	3
AUTISM SPECTRUM DISORDERS AND DEVELOPMENTAL DISABILITIES .....	4
BEHAVIOR MANAGEMENT AND POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS.....	6
COLLABORATION, CO-TEACHING, AND MENTORING .....	7
DIFFERENTIATED INSTRUCTION .....	8
DIVERSITY.....	9
EARLY CHILDHOOD.....	10
GIFTED AND TALENTED .....	12
U-STARS~PLUS CEC Spotlight Publications .....	13
INDIVIDUALIZED EDUCATION PROGRAMS.....	14
INSTRUCTIONAL STRATEGIES.....	16
INSTRUCTIONAL AND ASSISTIVE TECHNOLOGY .....	18
CEC JOURNALS .....	20
LIFE AND SOCIAL SKILLS.....	21
PROFESSIONAL STANDARDS AND POLICY .....	22
RESOURCES FOR ADMINISTRATORS .....	24
RESPONSE TO INTERVENTION .....	26
TEACHER TOOLS .....	28
TRANSITION .....	31
Life Centered Career Education CEC Spotlight Publications.....	32
DIVISION JOURNALS.....	35
TITLE INDEX.....	36
ORDER FORM .....	INSERT

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our **Best Sellers**, and Publications  
including **DVDs or CDs***





# ADD/ADHD



## **ADHD & LD:** *Powerful Teaching Strategies and Accommodations (K-8), DVD*

Sandra Rief

This DVD incorporates a response to intervention (RTI) framework to help teachers address the needs of students who present the characteristics of ADHD and/or LD in their general education classrooms. Sandra Rief, leading authority on educating students with attention, behavioral, and learning difficulties,

presents a wide range of proven and successful strategies that can be used in the initial stages of RTI implementation. To view DVD on a computer requires a DVD DX player.

In this video, you will observe:

- Differentiating instruction in the classroom.
- Collaborating and teaming for success.
- Engaging students' attention and active participation.
- Classroom management and behavioral intervention.
- Organization, study skills, and written language strategies.

2008. DVD. 54 minutes. ISBN 1-93403-265-7

#S5770-12P ■ \$129.95



## **How to Reach and Teach Children With ADD/ADHD:** *Practical Techniques, Strategies, and Interventions, Second Edition*

Sandra Rief

The author offers myriad real-life case studies, interviews, and student intervention plans for children with ADD/ADHD. In addition, the book contains best teaching practices and countless strategies for enhancing classroom performance

for all types of students. This invaluable resource offers proven suggestions for: engaging students' attention and active participation; keeping students on task and productive; preventing and managing behavioral problems in the classroom; differentiating instruction and addressing students' diverse learning styles; building a partnership with parents; and much more.

2005. 464 pages. ISBN 0-78797-295-9

#S5751-12P ■ \$32.95

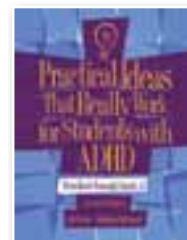
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special education products online at  
[www.cec.sped.org/store!](http://www.cec.sped.org/store!)**

## **Practical Ideas That Really Work for Students With ADHD Preschool through Grade 4**

Kathleen McConnell and Gail Ryser

*Practical Ideas That Really Work for Students with ADHD Preschool through Grade 4 — Second Edition* is just what many educators have been looking for! It is a product that provides teachers, behavior specialists, psychologists, counselors, and administrators with practical and sensible solutions and interventions for young students' problems with inattention, hyperactivity, and impulsivity. It contains an easy-to-use evaluation form to rate a student's behaviors that interfere with student learning and a matrix to select appropriate interventions based on grade level; a rating scale consisting of 54 items measuring three areas: inattention, hyperactivity, and impulsivity that is linked directly to the planning matrix. The matrix has been field-tested to ensure reliability and validity. Comes with a set of 10 evaluation forms. 2005. 147 pages. ISBN 1-41640-059-2

#S5714-12P ■ \$58.00



## **Practical Ideas That Really Work for Students With ADHD Grades 5 through 12**

Kathleen McConnell and Gail Ryser

This book and set of 10 evaluation forms provides teachers and anyone responsible for documenting interventions with practical and sensible solutions and interventions for students' problems with inattention, hyperactivity, and impulsivity in grades 5 through 12. It contains an easy-to-use evaluation form to rate a student's behaviors that interfere with learning and a matrix to select appropriate interventions; a rating scale consisting of 54 items measuring three areas: inattention, hyperactivity, and impulsivity that is linked directly to the planning matrix. The matrix has been field-tested to ensure reliability and validity. 2005. 151 pages. ISBN 1-41640-060-5

#S5715-12P ■ \$58.00

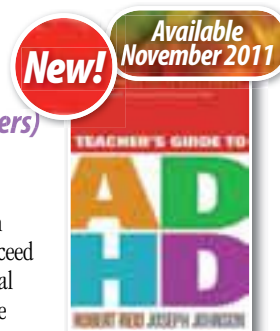


## **Teacher's Guide to ADHD (What Works for Special-Needs Learners)**

Robert Reid and Joseph Johnson

Meeting a key need for teachers, this book provides practical, data-based tools for helping students with attention-deficit/hyperactivity disorder (ADHD) succeed in the classroom. The authors combine instructional expertise with extensive knowledge about the nature and treatment of ADHD. Coverage includes ways to support students and teach them needed strategies in core areas: academic skills, behavior, self-regulation, and social skills. Step-by-step instructions and concrete examples help teachers implement effective interventions and accommodations. The book also offers crucial guidance for teaming with other school professionals and with parents. 2011. 274 pages. ISBN 1-60918-979-5

#S6051-12P ■ \$28.00





## Large-Scale Assessments and Accommodations: What Works?

*Cara Cahalan Laitusis and Linda L. Cook, Editors*

This book is essential reading for all who are interested in the most recent information on the policy, research, and practice of accommodating large-scale assessments in K-12 and beyond. The editors have compiled chapters by over 25 leading researchers and practitioners in the field of testing

accommodations for students with disabilities and English language learners. Chapter authors include Jamal Abedi, Lizanne DeStefano, Stephen Elliott, Janette Klingner, James Shriner, Martha Thurlow, Gerald Tindal, and others. This book is an ideal resource for members of IEP teams who make decisions on testing accommodations for state assessments, as well as state departments of education and researchers. **2007. 256 pages. ISBN 0-86586-430-6**

#P5834-12P ■ \$43.95 ■ CEC Members \$36.95



## Assessing Culturally and Linguistically Diverse Students: A Practical Guide

*Robert L. Rhodes, Salvador Hector Ochoa, and Samuel O. Ortiz*

This book presents a practical, problem-solving approach and hands-on tools and techniques for assessing English language learners and culturally diverse students in K-12 settings. The authors

present research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the pre-referral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Features English and Spanish reproducible forms. **2005. 234 pages. ISBN 1-59385-141-3**

#S5746-12P ■ \$40.00

**New!**



## Inclusive Assessment and Accountability: A Guide to Accommodations for Students with Diverse Needs

*Sara E. Bolt and Andrew T. Roach*

Practitioners need reliable methods for accurately measuring the progress of all K-12 students in district- and statewide assessments—including those students who face obstacles to ordinary testing. By providing step-by-step guidelines for

choosing appropriate accommodations and alternative testing practices for students with mild to severe disabilities as well as English language learners, this book is a reliable source. The authors also outline strategies, including universal design principles for instruction and assessment, to ensure that students with diverse needs are given access to the general education curriculum. Practical and user friendly, the book includes up-to-date information on policy mandates, detailed case studies, and reproducibles. **2008. 144 pages. ISBN 1-60623-019-0**

#S6052-12P ■ \$35.00

**New!**



## Linking Assessment to Instructional Strategies: A Guide for Teachers

*Cathleen G. Spinelli*

This practical, teacher-friendly book provides step-by-step instructions on choosing and administering classroom assessments; analyzing, interpreting, rating, and monitoring results; and reporting student progress. Whether new to authentic or informal assessment, or strongly familiar with

traditional testing, this book will interpret and guide the teaching professional on how to integrate cutting-edge assessment measures seamlessly into their daily teaching schedule. The book is chock-full of the latest in authentic, curriculum and performance-based assessment measures with direct connections to instruction, IEP development, and methods of reporting to parents. Busy teachers will appreciate the clear, accessible writing style and how easily the book helps them to determine what test to use, the specific diagnostic questions to ask, the classroom materials that will be needed, clearly informed administration strategies, and the explicit examples that are included and can be taken straight from the page to the real classroom. Keenly focused on providing teachers with a variety of assessment procedures, including the why, what, and how of testing, it furthermore gives directions on how to construct, administer, and score assessments as well as how to interpret, graph, monitor, write, and report assessment results to families and school support personnel. Another key feature includes suggested interventions to use when test results indicate that specific skills have been mastered, are emerging, or need to be introduced.

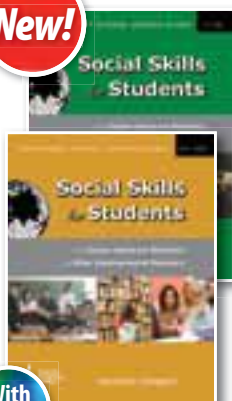
**2011. 208 Pages. ISBN 0-13714-624-8**

#S6059-12P ■ \$30.99



# Autism Spectrum Disorders and Developmental Disabilities

**New!**



## Social Skills for Students With Autism Spectrum Disorders and Other Developmental Disorders

Laurence Sargent

An update to *Social Skills for School and Community*, these timely new editions place a greater focus on teaching social skills in inclusive settings by creating learning opportunities in general education environments: each book contains 50 strategies for individual and small group instruction with follow-up strategies for facilitating maintenance and generalization. The strategies and lessons included in this manual are designed to address the needs of students who fall into the mild and moderate end of the spectrum of students with ASD and other developmental disabilities. The strategies encompassed in teaching

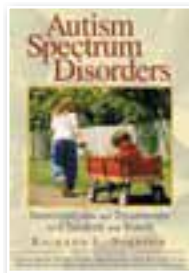
students with ASD have wide-ranging value in addressing the social skills needs of students with other disabilities and those who are at-risk. Each book contains an accompanying CD containing printable copies of assessment and evaluation checklists, homework forms, comic strips, photographs, and story sequences for teaching and reinforcing social skills. Additional resources include expression pictures and a file related to data collection and progress monitoring.

**Elementary school lesson plans 1-50. 2011. ISBN 0-086586-468-3**

#P6047-12P ■ \$34.95 ■ CEC Members \$28.95

**Secondary school lesson plans 51-100. 2011. ISBN 0-086586-469-1**

#P6048-12P ■ \$34.95 ■ CEC Members \$28.95



## Autism Spectrum Disorders: Interventions and Treatments for Children and Youth

Richard L. Simpson

This essential resource was developed to respond directly to the extraordinary difficulty school professionals and families face in selecting and applying appropriate, effective interventions and treatments for the children in their care. Comprehensive in scope, this resource

briefly evaluates more than 40 commonly used interventions and treatments for individuals with ASD, as well as detailed evaluations of their utility and efficiency. It will assist readers in choosing those methods that have the highest probability of yielding benefits for this special population. **2005. 264 pages. ISBN 1-41290-603-6**

#S5853-12P ■ \$36.95



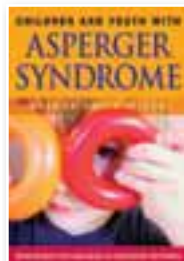
## Strategies at Hand: Quick and Handy Strategies for Working With Students on the Autism Spectrum

Robin Brewer and Tracy Mueller

*Strategies at Hand* reintroduces the much-valued concept of convenience to teachers, paraprofessionals, and related service providers who work with students with autism spectrum disorders. It features easy-to-implement strategies that can be used in all types of educational settings and situations.

This bookmark-sized tool is broken down into five, color-coded sections: Learning Environments (classroom, field trips, etc.), Areas of Student Need (communication, behavior, etc.), Transitions (substitute teachers, school assemblies, etc.), Alphabetical Explanation of Terms (functional behavioral assessment, picture communication systems, etc.), and Resources and References. **2008. ISBN 1-93457-518-5**

#S5880-12P ■ \$10.95



## Children and Youth With Asperger Syndrome: Strategies for Success in Inclusive Settings

Brenda Smith Myles

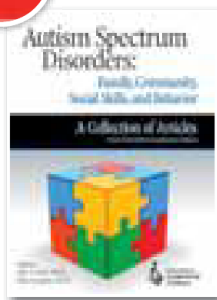
*Children and Youth With Asperger Syndrome* provides important strategies in teaching children and youth diagnosed with AS. This essential resource for teachers and other educators presents research-

based, instructional, behavioral, and environmental strategies for teachers, including: adaptations for success in general education settings; environmental modifications; visual supports and organizational strategies; technology accommodations; transition planning; and emotional, behavioral, and social supports. By using the practical strategies in this guide, educators can effectively meet the needs of students with AS. **2005. 200 pages. ISBN 1-41290-498-8**

#S5852-12P ■ \$31.95



**New!**



## Autism Spectrum Disorders: Family, Community, Social Skills, and Behavior

*A Collection of Articles from  
TEACHING Exceptional Children*

Alec F. Peck and Stan Scarpati, Editors

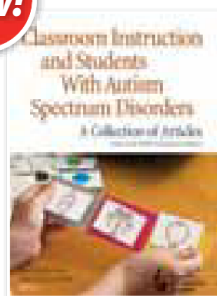
This collection of articles from *TEACHING Exceptional Children (TEC)* provides an overview of the latest trends, discussions, and critical issues

affecting educators working with children with autism spectrum disorders for school-based activities. With an introduction by former *TEC* editors Stan Scarpati and Alec Peck, the articles in this collection expand upon the effects of curriculum, instruction, language development, and play on the tools educators use to teach children with autism spectrum disorders, and offer insightful and meaningful solutions to common challenges that exist. Original topics covered: activity schedules and transition issues; integrated play group model; structured work systems; visual script interventions; interventions to increase academic engagement; mathematics interventions; strategies to increase positive social interactions; and video modeling strategies. **2011. 133 pages.**

ISBN 0-086586-462-4

#P6013-12P ■ \$30.95 ■ CEC Members \$25.95

**New!**



## Classroom Instruction and Students With Autism Spectrum Disorders

*A Collection of Articles from  
TEACHING Exceptional Children*

Alec F. Peck and Stan Scarpati, Editors

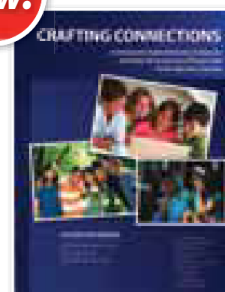
This second collection of articles about autism spectrum disorders from *TEACHING Exceptional Children (TEC)* provides the keys to creating collaborative environments and designing successful

interventions in the effective education of students with autism spectrum disorders. With an introduction by former *TEC* editors Alec F. Peck and Stan Scarpati, this collection features a variety of instruction and instruction-related techniques, and represents an evidence-based approach for working with students with ASD. These articles offer useful techniques based on valid underpinnings and clinical validity, bringing high-quality instruction to students with ASD.

**2011. 123 pages. ISBN 0-86586-466-7**

#P6036-12P ■ \$30.95 ■ CEC Members \$25.95

**New!**



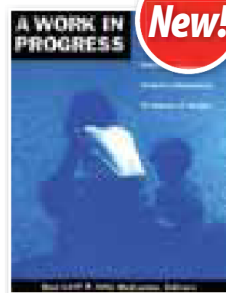
## Crafting Connections: Contemporary Applied Behavior Analysis (ABA) for Enriching the Social Lives of Persons With Autism Spectrum Disorder

Mitchell Taubman, Ron Leaf, and John McEachin

Written by a team of renowned professionals, this guide highlights skill development in clear and behavioral frameworks, and provides parents and teachers with a wealth of information regarding goals and strategies. Sub-skills, prerequisites, and methods of instruction are outlined for each area in a methodical, easy-to-read manner. The book is practical in that it addresses real world issues such as teasing and bullying, conversational development, and social comprehension. Most individuals with autism spectrum disorder have substantial social challenges. Many receive good and thorough intervention in various areas of the curriculum, but few receive excellent instruction in social skills. This book will increase the quality of social skill instruction offered to learners on the spectrum. **2011. 256 pages. ISBN 0-97558-599-3**

#S6038-12P ■ \$39.95

**New!**



## A Work in Progress: Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism

Ron Leaf and John McEachin, Editors

*A Work In Progress* is an absolute must-have. Parents of newly diagnosed children and professionals looking for a concrete curriculum will find this book to be an invaluable resource. The two-part manual presents behavioral intervention

strategies based on applied behavioral analysis (ABA) along with a detailed curriculum that contains 54 clear, step-by-step exercises. The first half of the book, entitled *Behavioral Strategies for Teaching Improving Behavior of Autistic Children*, gives parents practical, how-to information on setting up an ABA program and dealing with difficult behaviors. Topics covered include: teaching formats; stages of therapy; evaluation; reinforcement; working with older children; disruptive behaviors; behavior problems; self-stimulatory behaviors; sleep problems; toilet training; eating problems; as well as play and social skills. The second part of the book is a detailed curriculum titled *Autism Partnership Curriculum for Discrete Trial Teaching with Autistic Children*. The exercises address skills such as play, receptive and expressive labeling, emotions, functions, categories, prepositions, verb tenses, sequencing, peer interaction and more. Each lesson covers the objectives, procedure and strategy for teaching each skill and provides numerous examples for easy implementation. **1999. 344 pages. ISBN 0-96652-660-8**

#S6037-12P ■ \$42.95



# Behavior Management and Positive Behavior Intervention and Supports

**New!**

**Best Seller**

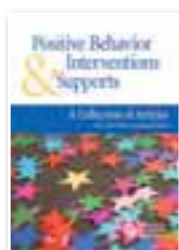


**When Behavior Makes Learning Hard: Positive Steps for Changing Student Behavior**  
Barbara Baditoi

**With DVD/CD**

Ultimately the goal of any thoughtful behavior plan is to assist students in making changes in their behavioral development so they can access educational opportunities and become independent learners. Using a straightforward team method, this workbook showcases a model for school personnel to evaluate behavior and develop instructional behavior plans for students who exhibit challenging behaviors. The workbook outlines the development of each step, and presents tips and suggestions for defining and assessing each area. As teams follow these steps, student behaviors are modified through positive and instructional behavior plans. Examples of completed plans for elementary, middle, and high school students are included in the appendix. Behavior characteristics reflecting specific disability areas are also listed.  
**CD with fillable PDF of forms included. 2010. 102 pages. ISBN 0-86586-448-9**

#P6032-12P ■ \$30.95 ■ **CEC Members \$25.95**



**Positive Behavior Interventions and Supports: A Collection of Articles from TEACHING Exceptional Children**  
Alec F. Peck and Stan Scarpati, Editors

This collection of articles from *TEACHING Exceptional Children (TEC)* provides current descriptions and examples of practices and systems that form a continuum of positive behavior supports for all students. Schoolwide positive behavior supports, classwide practices, school climate and culture evaluations, and systems approach initiatives expand upon the articles originally published in *TEC* July/August 2008. Original topics covered: schoolwide discipline; classroom management and interventions; secondary and tertiary intervention systems; data-based decision making; family engagement and supports; cooperative initiatives; and wraparound support services.  
**2010. 172 pages. ISBN 0-86586-449-7**

#P5953-12P ■ \$30.95 ■ **CEC Members \$25.95**



**Tough to Reach, Tough to Teach: Students With Behavior Problems, Second Edition**  
Sylvia Rockwell

A valuable resource for special and general education teachers! Prepare for encounters with disruptive, defiant, or hostile students by knowing how to defuse undesirable behaviors and structure "face-saving" alternatives. Tips cover setting limits, arranging the classroom for safety, providing a sense of purpose, dealing with parents, and maximizing personal effectiveness while minimizing stress. Filled with a variety of sample forms.

**2006. 208 pages. ISBN 0-86586-427-6**

#P5773-12P ■ \$37.95 ■ **CEC Members \$31.95**



**Dealing With Behavioral Disorders Laminated Card**  
Judy Dewey and Cindy Jones

Students with serious behavioral disorders present critical challenges for classroom teachers. These students may exhibit severe and socially-disruptive patterns, infringe on other students' rights, disturb the classroom, and impede the learning process. This card presents in one, easy-to-access format, proven strategies for dealing with any student who exhibits behavioral difficulties, and offers specific interventions for some common but highly demanding disorders. **2005.**

#S5897-12P ■ \$12.95



**Managing the Cycle of Acting-Out Behavior in the Classroom**  
Geoff Colvin

*Managing the Cycle of Acting-Out Behavior in the Classroom* provides practical and safe strategies to manage and prevent acting-out behavior such as defiance, tantrums, threats, resistance, avoidance, and classroom disruption at various levels. This book presents an insightful model that depicts acting-out behavior in terms of seven phases. The characteristics of each phase are fully described using examples. Intervention strategies that can be used for each phase are presented in detail and case studies are described. Includes resources and relevant references.  
**2004. 181 pages. ISBN 0-96317-773-7**

#S5719-12P ■ \$28.00

**Managing Challenging Behaviors in Schools: Research-Based Strategies That Work**

Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn, and Mary Crnobar

This book provides tested, easy-to-implement strategies for preventing problem behavior in the classroom and responding effectively when it does occur. Chapters describe specific steps that K-12 teachers and other school-based professionals can take to develop effective classroom rules and routines; plan suitably challenging instruction; and promote student engagement and motivation. Presenting a continuum of strategies from prevention to more intensive behavior supports, the book offers clear-cut instructions for implementing behavioral contracts, self-monitoring, and functional assessment-based interventions. Special features include more than a dozen reproducible checklists, self-assessment tools, and planning forms. **2010. 255 Pages. ISBN 1-60623-951-3**

#S6053-12P ■ \$35.00

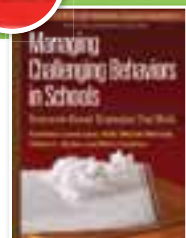
**Strategies at Hand: Quick and Handy Positive Behavior Support Strategies**

Tracy G. Mueller and Robin Brewer

*Strategies at Hand* provides a quick overview of how to conduct a functional behavioral assessment, collect data, and much more. With this tabbed resource at their fingertips, teachers will never again have to search for effective behavior management strategies. Building upon the success of their bestselling *Strategies at Hand - Quick and Handy Strategies for Working with Students on the Autism Spectrum*, the authors reintroduce the much-valued concept of convenience to teachers, paraprofessionals and related professionals who work with students with autism spectrum disorders. For ease of use, the various sections of this handy reference are divided by colors and intensity of needs: Green for universal or primary behavior support for ALL students; Yellow for targeted classroom and group behavior support for some students who are at risk for behavior problems; Pink for intensive individualized behavior support for students with chronic challenging behaviors; Orange for in-depth explanations of terms/strategies listed in one of the first three sections, and Blue for resources, including articles, books, movies, and online modules.

**2010. ISBN 1-934575-18-5**

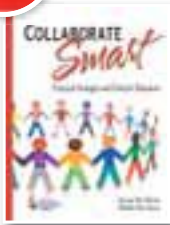
#S5990-12P ■ \$10.95





# Collaboration, Co-Teaching, and Mentoring

**New!**



## **Collaborate Smart: Practical Strategies and Tools for Educators**

Susan M. Hentz and  
Phyllis M. Jones

From Susan M. Hentz, noted educational speaker and author of *Teach Smart*, and Phyllis M. Jones, a teacher administrator and educator, *Collaborate Smart: Practical Strategies and Tools for Educators* is a masterful tool for improving co-teaching and collaborative communication among members of teaching teams. The evolving process of collaboration in the classroom involves negotiation, re-negotiation, respect, trust, and the creation of a level of comfort in the partnership that allows for risk taking in thinking and practice, which yields cohesive instruction that best impacts a student's learning experience. A "how-to" guide for every educator, *Collaborate Smart* enhances your resources for instruction through its fully developed, comprehensive yet practical information.

2011. 88 pages. ISBN 0-86586-464-0

#P6015-12P ■ \$29.95 ■ CEC Members \$24.95

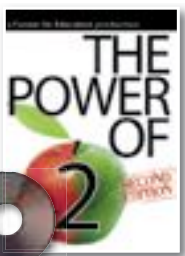


## **The Co-Teaching Lesson Plan Book: Third Edition**

Lisa A. Dieker

Special and general education teachers can jointly use this book to cooperatively plan instruction for students with disabilities. This practical teaching resource provides a double page spread for planning each week and includes a "co-teaching checkup" every four weeks. The checkup includes professional development resources, a sample meeting agenda, and a reflective evaluation framework to assess the value and impact of the co-teaching experience. Order in bulk; each member on the co-teaching team will need a copy. 2006. 100 pages. Spiral bound. ISBN 0-97084-298-8

#S5536-12P ■ \$21.95



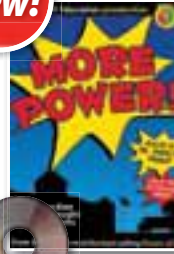
## **The Power of Two: Making a Difference Through Co-Teaching DVD, Second Edition**

Marilyn Friend

*The Power of Two* provides a comprehensive look at co-teaching as part of the foundation of an inclusive and collaborative school, and it is designed to assist professionals to maximize student outcomes through classroom partnerships. The core concepts are included here provide clear and detailed demonstrations of six co-teaching arrangements that make up the heart of this service delivery model. In addition, lessons learned from those who have considerable experience with co-teaching and the shift in the context in which school programs now operate are emphasized, as are the suggestions made by professionals in the field who work with co-teaching on a daily basis. This DVD also contains bonus materials including more approaches, interviews, and roundtable discussions. 2005. Closed captioning DVD. 173 minutes.

#S5708-12P ■ \$149.00

**New!**



## **More Power: Instruction in Co-Taught Classrooms DVD**

Marilyn Friend

Hosted by nationally renowned co-teaching expert Dr. Marilyn Friend, *More Power: Instruction in Co-Taught Classrooms* builds on the six co-teaching approaches Dr. Friend made famous in *The Power of 2* by presenting seven key dimensions of effective instructional practices across K-12 settings. This next generation of co-teaching empowers teachers and gives students a richer and deeper classroom experience. This DVD incorporating evidence-based strategies demonstrates how to get more power from your co-teaching to improve outcomes for all students. It includes a digital facilitator's guide and a bonus section with a brief review of the six co-teaching approaches. 2010. Closed captioning. 160 minutes.

#S6061-12P ■ 189.00



## **A Guide to Co-Teaching: A Multimedia Kit for Professional Development, Second Edition**

Richard A. Villa, Jacqueline Thousand,  
and Ann Nevin

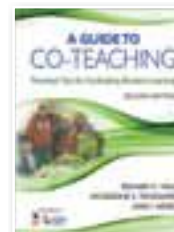
Help teachers use the power of co-teaching to maximize instructional effectiveness and increase achievement for all students. Designed around the updated edition of the best-selling book *A Guide to Co-Teaching*, this comprehensive multimedia kit offers staff developers all the materials needed to help teachers collaborate effectively in the classroom. This complete resource enables workshop leaders to introduce co-teaching and discuss the planning, implementation, and reflective phases of creating and maintaining a collaborative teaching and learning environment. Answers questions about:

- Best practices for organization and mutual cooperation.
- Self-assessments for meeting goals.
- Paraprofessionals and administrators as co-teaching partners.
- New research on co-teaching.
- Response to intervention (RTI) in a co-teaching environment.

Includes *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, 84-minute VHS, DVD, and Facilitator's Guide.

2008. ISBN 1-41295-484-6

#S5862-12P ■ \$359.95 ■ CEC Members \$305.95



## **A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, Second Edition**

Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin

Highlighting the benefits and challenges of co-teaching, this second edition presents four approaches to co-teaching and examines the planning, implementation, and reflection required for successful collaborative relationships. Includes updated references, expanded coverage of response to intervention, teacher self-assessments, organizational tips, chapter outlines, descriptions of co-teaching roles, and a glossary of terms. 2008.

211 pages. ISBN 1-41296-059-5

#S5861-12P ■ \$38.95

# Differentiated Instruction



## Universal Design for Learning: *A Guide for Teachers and Education Professionals*

Council for Exceptional Children and Merrill Education  
John Castellani, Editor

This practical guide shows teachers how to understand, plan, and implement universal design for learning (UDL) in the classroom as well as in other academic environments. Offering various

instructional resources, this book explains the general principles of UDL and shows educators how to effectively instruct students utilizing this research-based concept across content areas. **2005. 64 pages. ISBN 0-13170-160-6**

#S5692-12P ■ \$29.27



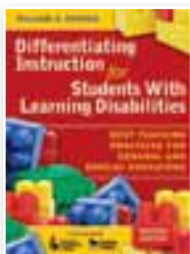
## Differentiating Instruction for Students With Learning Disabilities: *A Multimedia Kit for Professional Development, Second Edition*

William N. Bender

Designed around the best-selling book, *Differentiating Instruction for*

*Students with Learning Disabilities*, this innovative multimedia kit provides staff developers and school leaders with print and visual tools to promote and teach differentiation strategies including: webbing, cubing, scaffolding, differentiating assessment, self-monitoring, self-managing, peer tutoring, and employing brain compatible instructional practices, among many others. Includes VHS, DVD, Facilitator's Guide, and Companion book. **2008. ISBN 1-41291-668-2**

#S5748-12P ■ \$359.95 ■ CEC Members \$305.95



## Differentiating Instruction for Students With Learning Disabilities: *Best Teaching Practices for General and Special Educators, Second Edition*

William N. Bender

This must-have resource describes in clear terms the instructional techniques that are effective with students with LD proven effective by research. Shows step by step

how to implement instructional grouping, self-monitoring, advance organizers, strategy training, learning strategies, class-wide peer tutoring, peer-assisted learning strategies (PALS), performance monitoring, criterion-referenced testing, precision teaching, direct instruction, and targeting students in need. **2008. 220 pages. ISBN 1-41295-446-4**

#S5527-12P ■ \$38.95

## Response to Intervention & Differentiated Instruction: *The Dynamic Duo DVD*

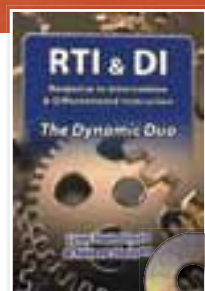
Lynn Heintzman and Helene Hanson

Response to intervention (RTI) and differentiated instruction (DI) share many common elements, perhaps the most significant of which is their student-centered focus and utilization of ongoing assessments to inform decision making and facilitate good instruction. It is through DI that RTI can be successfully implemented. Indeed, RTI and DI are truly the "dynamic duo!"

This DVD will help you learn how to effectively differentiate instruction in TIER 1 (core curriculum instruction) and TIER 2 (targeted instruction) stages of RTI. A range of strategies are demonstrated, such as the use of flexible grouping, support staff, continuous progress monitoring, and data collection.

**2009. 37 minute DVD. Closed captioned. ISBN 1-934032-93-X**

#S5947-12P ■ \$139.00



## Differentiated Instruction Laminated Card

Karen Burggraf

Want to reach all your students and in a way that addresses their individual levels? Want to ensure that all students are learning and have opportunities for success? The *Differentiated Instruction Laminated Card* is an invaluable resource with major educational strategies on differentiated instruction and suggestions for how to use them. **2004.**

#S5896-12P ■ \$12.95







## CEC 2010 Convention & Expo Multicultural Institute DVD

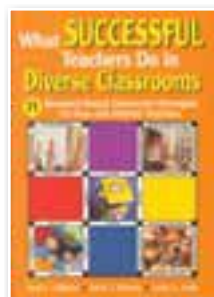
CEC's 2010 Multicultural Institute focused on evidence-based interventions for students

with exceptionalities from culturally and linguistically diverse populations. This DVD of the 6-hour institute includes presenters discussing successful strategies for addressing disproportionate representation (both overrepresentation and underrepresentation) in our schools. The Multicultural Institute agenda includes:

- Welcome and Introductions: Donna Ford, Vanderbilt University and Alba Ortiz, University of Texas.
- Why Aren't We Fixing It? Barriers to Addressing Disproportionality: Russ Skiba, Indiana University.
- Disproportionate Representation and English Language Learners: Difference or Disability?: Alba Ortiz, University of Texas.
- Important Steps for Culturally Responsive Behavior Development and Intervention: Gwendolyn Cartledge, The Ohio State University.
- Values, Beliefs, and Strategies: Developing Effective Collaboration With Culturally and Linguistically Diverse Families: Beth Harry, University of Miami.
- Linking Student's Culture and Teacher Preparation: Responsive Practices: Cathy Kea, North Carolina A & T State University.
- Opening Doors to Gifted and Advanced Placement Classes for Culturally Different Students: Problems and Promises: Donna Ford, Vanderbilt University.

Recorded April 21, 2010. 6 hour DVD. 0-086586-460-8

P6011-12P ■ \$47.95 ■ CEC Members \$39.95



## What Successful Teachers Do in Diverse Classrooms: 71 Research-Based Classroom Strategies for New and Veteran Teachers

Neal A. Glasgow, Sarah J. McNary, and Cathy D. Hicks

Bridging the gap between theory and practice, this one-of-a-kind resource focuses on culturally responsive teaching of students who are economically

disadvantaged, gender minorities, English language learners, and those with special needs. Grounded in the best peer-reviewed research, each classroom strategy contains: a synthesis of the research base and sources for follow-up, guidelines for application within the classroom, and precautions and pitfalls to avoid during implementation. 2006. 192 pages. ISBN 1-41291-617-8

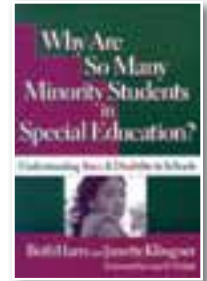
#S5767-12P ■ \$34.95

## Why Are So Many Minority Students in Special Education? Understanding Race & Disability in Schools

Beth Harry and Janette K. Klingner

This powerful book presents compelling stories representing the range of experiences that culturally and linguistically diverse students are apt to face in school. They examine the children's experiences, their families' interactions with school personnel, the teachers' and schools' estimation of the children and their families, and the school climate that influences decisions about referrals. The book concludes with recommendations for improving educational practice, teacher training, and for policy renewal. 2006. 224 pages. ISBN 0-80774-624-X

#S5781-12P ■ \$29.95

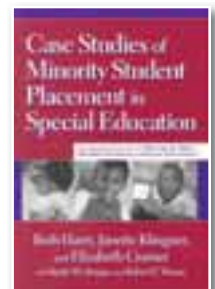


## Case Studies of Minority Student Placement in Special Education

Beth Harry, Janette Klingner, Elizabeth Cramer, Keith M. Sturges, and Robert F. Moore

This book features vivid case studies that bring to life real children, school personnel, and family members from the bestselling book, *Why Are So Many Minority Students in Special Education?* Once again addressing the disproportionate placement of minority students in special education programs, this book includes the voices and perspectives of all stakeholders to show the tremendous complexity of the issues and the dilemmas faced by professionals, family members, and children. Challenging questions and scenarios are offered at the end of each case study to provide thoughtful follow-up activities and topics for further study. This collection of cases can be used on its own or as a companion to the main volume in elementary and special education courses and professional development workshops. 2007. 144 pages. ISBN 0-80774-761-2

#S5854-12P ■ \$20.95



## Quality Inclusive Services in a Diverse Society (YEC Monograph No. 11)

Carla A. Peterson, Lise Fox, and Amy Santos, Editors

The collection of articles contained in this guide describe specific strategies that will help practitioners partner with families to envision the brightest possible futures for all children, to develop the highest quality programs, and facilitate inclusive communities and optimal learning. These articles address the values, beliefs, and practices inherent within the *DEC Recommended Practices*. 2010. 126 pages. ISBN 0-98193-274-3

#S5991-12P ■ \$20.00





# Early Childhood

## CARA's Kit:

### *Creating Adaptations for Routines and Activities*

Suzanne Milbourne and Pip Campbell

Promoting children's participation in the early childhood curriculum is the goal of *CARA's Kit*. This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3-6 years can successfully participate in the classroom curriculum. The kit also features (in English and Spanish):

- Adaptation notes.
- Checklist of priorities and concerns.
- Adaptation matrix.
- Mini-posters.

The Teacher Version contains a booklet about adaptations and a CD with additional resources. The Consultant Version contains a booklet about adaptations and recommendations for consultants plus a CD with resources.

**2007. Spiral bound.**

**Teacher Version**

#S5871-12P ■ \$20.00

**Consultant Version**

#S5872-12P ■ \$30.00



**Best Seller**



## DEC Recommended Practices: *A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education*

Susan Sandall, Mary Louise Hemmeter, Barbara J. Smith, and Mary E. McLean

This guide contains helpful information, such as real life examples and practical tips for implementation. This book also includes strategies for program assessment and improvement, useful checklists for parents and administrators, and an annotated list of relevant resources. **2005.**

**316 pages. ISBN 0-97737-722-0**

#S5710-12P ■ \$35.00



## DEC Recommended Practices Workbook: *Improving Practices for Young Children With Special Needs and Their Families*

Mary Louise Hemmeter, Barbara J. Smith, Susan Sandall, and Linda Askew

This workbook is a companion to *DEC Recommended Practices: A Comprehensive Guide*. The workbook is a ready-to-use tool to assess, evaluate, and plan changes that will ensure high quality services for young children with disabilities and other special needs. If you want to implement *Recommended Practices* this is the tool you need! **2005.**

**76 pages. ISBN 0-97737-720-2**

#S5777-12P ■ \$15.00

## DEC Recommended Practices Toolkits: *Interactive Tools to Improve Practices for Young Children With Special Needs and Their Families CD*

Susan Sandall, Jill Giacomini, Barbara J. Smith, and Mary Louise Hemmeter, Editors

Developed to accompany the Guide and the Workbook, this CD includes four toolkits: embedded instruction; systematic teaching strategies; teaching early communication skills; and monitoring children's learning. Each toolkit consists of a self-paced tutorial, including video clips, self-tests, resources, and more.

**Mac and PC compatible. 2006. ISBN 0-97737-721-0**

#S5844-12P ■ \$20.00



## Facing the Challenge: *Working With Children Who Use Challenging Behaviors 2-DVD Set*

*Facing the Challenge* is an instructional, interactive set of DVD videos developed by the Devereux Early Childhood Initiative (DECI) and Video Active Productions in partnership with the National Association for the Education of Young Children (NAEYC). The program includes over two hours of training and documentary video designed to help teachers learn how to prevent children's use of difficult behaviors and how to develop intervention strategies to work with children who use challenging behaviors to meet their needs. The presentation is divided into 10 sub-chapters on two DVDs: Disc One -- What is Challenging Behavior? Developmentally Appropriate Behavior, Why Do Kids Misbehave? Parents as Partners Skill Development Study #1; and Disc Two -- Prevention Strategies, Behavioral Planning I, Behavioral Planning II, Intervention Strategies Skill Development Study #2. **2007. 2-DVD Set.**

#S5892-12P ■ \$149.00





### **Classroom Moments: Video Clips to Enhance Early Childhood Observation and Training DVD**

*Classroom Moments* is an instructional, interactive DVD developed by the Devereux Early Childhood Initiative (DECI) and Video Active Productions. The program includes 28 video clips of varying lengths captured in actual early childhood classrooms. The clips are divided into six instructional categories:

- Prevention in action.
- Positive guidance in action.
- Learning opportunities.
- Developing observation skills.
- Case study: pre-intervention.
- Case study: intervention.

Includes a PDF Trainer Guide with recommended ways to use the clips, discussion topics, and group activities. The Guide provides a running time and detailed descriptions of each, as well as a free classroom activity song from the Songs of Resilience CD package. **2007.**

#S5893-12P ■ \$89.00



### **Linking Curriculum to Child and Family Outcomes (YEC Monograph No. 9)**

*Eva M. Horn, Carla A. Peterson, and Lise Fox, Editors*

This monograph is intended to support early educators and others working with infants, toddlers, and young children with special needs in designing and implementing comprehensive curricula that are linked to state outcomes,

early learning guidelines, and/or standards. Also provides content on the interpretation and use of outcomes. **2007. 114 pages. ISBN 0-97737-727-5**

#S5915-12P ■ \$20.00



### **Social Emotional Development (YEC Monograph No. 8)**

*Eva Horn and Hazel Jones, Editors*

This monograph provides inspiring ideas to build social competence in young children. Find out more about research in this intriguing area and learn practical tips to support your approach to challenging behavior.

**2006. 110 pages. ISBN 0-97737-723-7**

#S5843-12P ■ \$20.00



### **Early Intervention for Infants and Toddlers and Their Families: Practices and Outcomes (YEC Monograph No. 10)**

*Carla A. Peterson, Lise Fox, and Patricia M. Blasco, Editors*

Learn more about effective, evidence-based ways to deliver early intervention services. Practitioners, program administrators, and families will benefit from the latest information on assessment and intervention practices,

teaming models, family services and supports, and monitoring outcomes.

**2008. 126 pages. ISBN 0-98193-270-5**

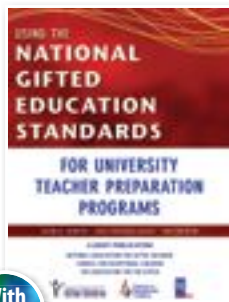
#S5916-12P ■ \$20.00



**Find additional quality publications from  
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# Gifted and Talented



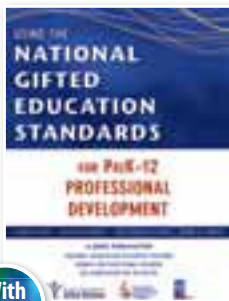
## Using the National Gifted Education Standards for University Teacher Preparation Programs

Susan Johnsen,  
Joyce VanTassel-Baska, and Ann Robinson

This guidebook, collaboratively produced by the National Association for Gifted Children, the Council for Exceptional Children, and The Association for the Gifted, helps university personnel design or revise teacher preparation courses in gifted education to align with the NCATE-approved standards required for program accreditation. Professors and program coordinators will find success in their training programs using this book containing sample syllabi, information on teacher assessment, and a CD with an extensive annotated bibliography of related research and literature. **2008. 252 pages.**

ISBN 1-41296-525-5

#S5865-12P ■ \$45.95



## Using the National Gifted Education Standards for PreK-12 Professional Development

Margie Kitano,

Diane Montgomery, Joyce VanTassel-Baska,  
and Susan Johnsen

Reflecting best practices, this volume collaboratively produced by the National Association for Gifted Children, the Council for Exceptional Children, and The Association for the Gifted, outlines how to use the ten gifted education standards to plan and implement effective inservice training for gifted education teachers. Staff developers and administrators will discover how to determine objectives, design and assess onsite programs, and incorporate standards for addressing diversity. Includes CD with annotated bibliography. **2008. 160 pages. ISBN 1-41296-523-1**

#S5866-12P ■ \$36.95

**New!**



## Rtl for Gifted Students: A CEC-TAG Educational Resource

Mary Ruth Coleman and  
Susan K. Johnsen, Editors

*Rtl for Gifted Students* provides a comprehensive overview of response to

intervention (RTI) frameworks that include gifted students. This book incorporates national, state, and local RTI models and how gifted learners can be included within these frameworks. Specific attention is given to addressing the needs of students who are twice-exceptional and to culturally responsive practices. The book concludes with ways of assessing a school's RTI model and challenges for using RTI in gifted education. **2010. 164 pages.**

ISBN 1-59363-488-9

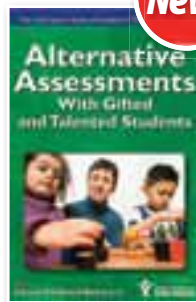
#S6054-12P ■ \$34.95

## Alternative Assessments With Gifted and Talented Students (The Critical Issues in Equity and Excellence in Gifted Education Series)

Joyce VanTassel-Baska

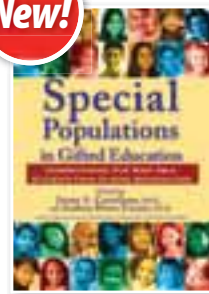
*Alternative Assessments With Gifted and Talented Students* provides a concise and thorough introduction to methods for identifying gifted students in the school setting. Including overviews of assessment tools and alternative methods of assessment, as well as pertinent discussions concerning the need to identify gifted and talented students, this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers, administrators, and gifted education program directors. Topics covered include the need for nonverbal testing with traditionally unidentified students; the identification of students from minority populations; the value of using traditional assessments with students; the role of creativity tools as a measure of giftedness; and the use of portfolios, products, and performance-based assessment to document learning; among others. This handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population. **2007. 352 pages. ISBN 1-59363-298-4**

#S6055-12P ■ \$34.95



**New!**

**New!**



## Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds

Jaime A. Castellano and  
Andrea Dawn Frazier

*Special Populations in Gifted Education: Understanding Our Most Able Students From Diverse Backgrounds* brings together the leading experts in the field, who combine both knowledge of and leadership experience with gifted students from diverse backgrounds. Public schools are as diverse as ever, and as a result, historically underrepresented students need to be included in gifted education programs that serve our most able students. This book helps to raise the awareness level and knowledge base of all educators, particularly teachers of the gifted, who work with a kaleidoscope of special populations in gifted education. Chapters in this volume focus on topics such as gifted education in rural environments, highly gifted learners, twice-exceptional children, gifted females, gifted and talented students on the autism spectrum, English language learners, underachievement, and students from culturally or linguistically diverse backgrounds. **2010. 488 pages. ISBN 1-59363-417-9**

#S6056-12P ■ \$79.95

## Teaching the Gifted in an Inclusion Classroom: Activities that Work

Rosemary Callard-Szulgit

As our educational system extends its resources and efforts to help make schools and classrooms more accessible to exceptional students, teachers are finding themselves overwhelmed with increased demands, overcrowding, and lack of adequate training in managing all the necessary demands of an inclusion classroom. Jam-packed with successful ideas and activities the author has used in her 37 years of teaching gifted students, this resource contains field-tested activities that have worked for all educational levels. It offers educators and parents educational activities and competitions not just for the gifted child, but for all children. **2005. 174 pages. ISBN 1-57886-185-3**

#S5717-12P ■ \$29.95





**Best  
Seller**

### Teacher's Set

Start the implementation of *U-STAR~PLUS* with all the tools necessary using this combined package for teachers containing one of each of the following: *TOPS Folders* set, *Science and Literature Connections*, and *Family Science Packets*. 2010.

#P5970-12P ■ \$87.95 ■ CEC Members \$73.95

### Family Science Packets

Mary Ruth Coleman and Sneha Shah-Coltrane

The *Family Science Packets* are organized around key science concepts that are aligned with the National Science Education Standards and are composed of two major sections: Teacher Notes and Family Science Activity. Materials for families are provided in English and Spanish on the accompanying CD. Each activity identifies processing skills critical for student advancement including formulating a hypothesis, predicting, and collecting data. There are 20 activities equally divided into lower (K-1) and upper (2-3) primary grades. Grade level designations for each activity are suggested, though a teacher's use of the materials may be applied based on students' needs and interests as appropriate. 2010. 327 pages.

ISBN 0-086586-453-5

#P5967-12P ■ \$49.95 ■ CEC Members \$38.95

### Teacher's Observation of Potential in Students (TOPS) Folders

Mary Ruth Coleman, Sneha Shah-Coltrane,  
and Ann Harrison

Teachers use *U-STAR~PLUS TOPS Folders* as a tool to help systematically observe and recognize children who have outstanding potential and who may be gifted. *TOPS*

*Folders* engage teachers to make intentional and purposeful observations so that those observations can be used to provide more effective instruction and focus on individual strengths, thus reinforcing the "at-potential" mindset. *TOPS Folders* are organized around nine domains: learns easily; shows advanced skills; displays curiosity and creativity; has strong interests; shows advanced reasoning and problem solving; displays spatial abilities; shows motivation; shows social perceptiveness; and displays leadership. 2010.

Set of 10 individual student folders, and 1 class folder with A Guide to TOPS.

ISBN 0-086586-455-1 / ISBN 0-086586-456-X

#P6049-12P ■ \$23.95 ■ CEC Members \$19.95

Set of 10 individual student folders and 1 class folder.

ISBN 0-086586-455-1 / ISBN 0-086586-456-X.

#P6035-12P ■ \$19.95 ■ CEC Members \$16.95

### Science & Literature Connections

Mary Ruth Coleman and Sneha Shah-Coltrane

*Science & Literature Connections* provides an engaging way to explore scientific ideas within literacy instruction time using 32 popular children's books. Most of the selected books are readily available and many of the books have been translated into Spanish. *Science & Literature Connections* is organized around Bloom's Taxonomy to support a range of thinking levels

and to scaffold learning. By using these materials, a teacher can create a higher-level thinking environment around literature connected with science which motivates reluctant readers. The science concepts are based on the National Science Education Standards and align with most states' science standards. *Science & Literature Connections* was designed for Grades K-3, however many of the "connections" may be adapted for Grades 4-5. 2010. 199 pages.

ISBN 0-086586-454-3

#P5968-12P ■ \$36.95 ■ CEC Members \$30.95

### Professional Development Kit

As with any new instructional framework, the incorporation of training is paramount to embracing all the benefits that *U-STAR~PLUS* provides. Containing all the components of the Teacher's Set, plus a *Personnel Preparation CD* (not for individual sale) that contains more than 15 presentations to fully engage teachers in providing instruction that facilitates student learning "at-potential." 2010.

#P5992-12P ■ \$239.95 ■ CEC Members \$203.95



Scan this code to hear more from one of the *U-STAR~PLUS* authors, Mary Ruth Coleman, about this exceptional framework, collaboratively published with the National Association for Gifted Children (NAGC), and CEC's Association for the Gifted (TAG).

### Here is what your peers are saying about U-STAR~PLUS!

"We used the *TOPS* observation forms in all of the schools to guide us as we observed students in an authentic setting. *TOPS* assisted and encouraged our teachers to look at all students through a little bit different lens."

"The *U-STAR~PLUS* Science and Literature Components fit into district curriculum standards beautifully. Every year, interest in implementing *U-STAR~PLUS* continues to grow in Colorado."

# Individualized Education Programs

Best  
Seller



## Integrating Transition Planning Into the IEP Process, Revised

Lynda West

Written for the educator new to transition, this edition provides critical information including a thorough introduction to transition planning in a user-friendly question-and-answer format. Chapters include: legislation; self-determination; transition assessments; curriculum decision-making; support services; interagency planning; program evaluation; and

resources. **2010. 160 pages. ISBN 0-86586-438-1**

#P5870-12P ■ \$31.95 ■ CEC Members \$26.95

## Writing Measurable IEP Goals and Objectives, Second Edition

Barbara D. Bateman and Cynthia Herr

For all staff involved in the IEP process, this book serves as a guide to quick and effective writing of accurate and measurable IEP goals and objectives. Many special educators view IEPs as burdensome, but IEPs are required by law, and when done properly, can be extremely helpful in guiding the student's educational trajectory. **2006. 140 pages. ISBN 1-57861-149-0**

#S5744-12P ■ \$25.00



## Better IEPs: How to Develop Legally Correct and Educationally Useful Programs, Fourth Edition – Updated

Barbara D. Bateman and Mary Anne Linden

A newly revised and enhanced edition of the ultimate guide to understanding IEPs from a legal standpoint, complete with IDEA 2004 updates. A classic in its

field, Better IEPs presents a focused three-step process that zooms in on the individual student and dismisses out of hand the one-size-fits-all approach that is too often mistaken for proper procedure in today's schools. Gives all educators confidence and know-how to develop competent IEPs. **2011. 276 pages.**

**Contains CD. Updated edition. ISBN 1-57861-568-2**

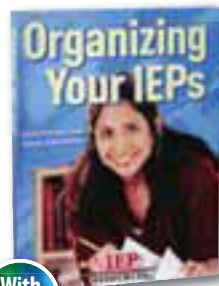
#S5772-12P ■ \$59.00

## Aligning IEPs to the Common Core State Standards: For Students With Moderate and Severe Disabilities

Ginevra Courtade and Diane M. Browder

Current federal policy requires that alternate achievement standards be linked to grade level content that promotes access to the general curriculum. This succinctly presented book provides a clear framework for aligning academic content for students with an intellectual disability. Focuses on language arts and math, plus self-determination and assistive technology. Includes sample objectives and a case study. **2011. ISBN 1-57861-548-8**

#S6057-12P ■ \$35.00



## Organizing Your IEPs

Shelley Peterman Schwarz and Nancy McKinney

As instructors you have become increasingly swamped with IEP-related paperwork in recent years, often putting you in the frustrating situation of not having adequate time to do what you were hired to do—TEACH to the student's IEP. This book includes sections on organizing your paperwork, collecting data, tracking annual IEPs and three-year reevaluations, and organizing an electronic file

system. Includes a Win/Mac CD with a printable PDF that contains all the reproducible forms in the book. **2005. Book with CD. 102 pages.**

**ISBN 1-57861-546-1**

#S5756-12P ■ \$25.00

With  
DVD/CD





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# Instructional Strategies

## Literacy

**New!**



### The Key to Comprehension Routine, Second Edition

Joan Sedita

*The Key Comprehension Routine* is a model for teaching evidence-based comprehension, writing, and study skills using existing content reading and instructional material. The routine includes these skills: main ideas and text structure; top-down topic webs;

two-column notes; summarizing; and generating questions. This book provides specific instructional guidance on how to teach each component of the routine. Instruction can be for whole classroom, push in, or pull out.

2010. 218 pages. ISBN 09786106-0-1

#S6039-12P ■ \$35.00

**New!**



### The Key Vocabulary Routine: Content Vocabulary Instruction

Joan Sedita

*The Key Vocabulary Routine* combines direct and indirect vocabulary instruction into a set of evidence-based teaching practices that are used with reading from all subject areas. The routine includes these components: previewing; activities for teaching related

words; selection of content words to teach in-depth; using context and word parts to determine the meaning of unfamiliar words; and promoting word consciousness. This book provides specific instructional guidance for how to teach each step of the routine. Instruction can be for whole classroom, push in, or pull out. 2009. 174 pages. ISBN 0-9786106-1-X

#S6040-12P ■ \$35.00

**New!**



### Online Professional Development Courses

Professional development for *The Key Comprehension Routine* and *The Key Vocabulary Routine* are available via online courses organized into a series of modules that are aligned with the chapters in the books. The courses include video clips from live training and interactive activities and assignments. Participants may begin

the course at their convenience; the course is asynchronous, meaning that users may log in to the course as many times as necessary to complete it at their own pace. Each course takes five to 10 hours to complete and participants have up to eight weeks to complete the course.

#### The Key Comprehension Routine Online Professional Development Course

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(includes a copy of *The Key Comprehension Routine* book)

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*\*Please allow three (3) business days from receipt of order for online course notification by e-mail (e-mail address required).*

## Writing



### Recipe for Writing, Revised

Charlotte McCloy and Marcia Gibson

*Recipe for Writing* curriculum for writers is a gourmet feast! The authors use cooking terminology and topics familiar to students and lay out a recipe approach to writing. The *Student's Cookbook* contains ingredients and instructions to assist each student in “blending up” a 5-course narrative essay, from an introductory “appetizer” paragraph to a “dessert” summary paragraph. Developed by two “seasoned” special education teachers, this “tasty” teacher- and kid-friendly curriculum significantly increases writing achievement scores. 2009.

*Teacher's Manual.* 154 pages. ISBN 0-86586-443-8

#P5921-12P ■ \$34.95 ■ CEC Members \$28.95

*Student's Cookbook.* 48 pages. ISBN 0-86586-442-X

#P5920-12P ■ \$18.95 ■ CEC Members \$15.95

*Kit (Teacher's Manual and set of 5 Student's Cookbooks)*

#P5922-12P ■ \$90.95 ■ CEC Members \$76.95



### Writing Better: Effective Strategies for Teaching Students With Learning Difficulties

Steve Graham and Karen Harris

Elementary school teachers will find a wide range of strategies to help students improve their writing skills. Activities are provided for every phase of the writing process. Includes proof of effectiveness for students with learning disabilities; guidelines on how to teach the

strategies and use them across grades; easy-to-learn formats for students; and exercises tailored for different types of writing, including stories, explanations, persuasive essays, reports, and comparisons. 2005. 192 pages.

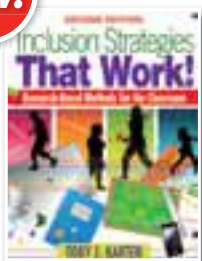
ISBN 1-55766-704-7

#S5703-12P ■ \$29.95

**Keys to Literacy offers literacy skills solutions that are proven, research-based, practical to implement, and immediately usable. Take these literacy solutions to the next level with the Online Professional Development Courses!**

**New!**

## Inclusion



### **Inclusion Strategies That Work!** *Research-Based Methods for the Classroom, Second Edition*

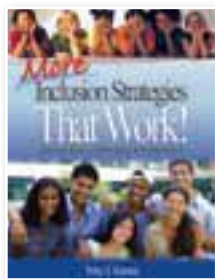
Toby J. Karten

With an interactive, teacher-friendly approach, this comprehensive handbook includes new information on national mandates affecting special education and a wealth of teaching strategies supported by the latest research. Developed for K–12 general education and special education teachers, this reference:

- Describes how recent amendments to ADA and IDEA are changing teaching practices.
- Discusses accommodations, RTI, and different abilities.
- Shows how to adapt teaching strategies, curriculum, and assessment to support inclusion and a learning environment that respects the abilities of all learners.
- Provides numerous, classroom-ready examples of universal design for learning (UDL), understanding by design (UBD), IEPs, and other essential tools for inclusive instruction.
- Guides readers in understanding and addressing a wide range of social, emotional, and behavioral issues.
- Offers technology-driven classroom activities and resources to maximize student performance.

Gain the knowledge and methods you need to transform your classroom into a more inclusive environment! **2010. 408 pages. ISBN 1-41297-937-5**

**#S6045-12P ■ \$39.95**



### **More Inclusion Strategies That Work!** *Aligning Student Strengths With Standards*

Toby J. Karten

Meeting the requirements of the Individuals with Disabilities Education Improvement Act of 2004, *More Inclusion Strategies That Work!* focuses on using the strengths of students with disabilities

to give them more confidence and a greater advantage when learning new concepts. With research-based methods for identifying and meeting the needs of students with special needs, this valuable guide presents instructional and accommodation strategies to help all students access the general curriculum. This reader-friendly handbook provides teachers with targeted assistance through: sample standards-based lessons organized by age and ability level; tools for assessing students' mastery of curriculum concepts; approaches for preparing students for standardized testing; and numerous reproducible forms for immediate use. **2007. 334 pages. ISBN 1-41294-116-7**

**#S5838-12P ■ \$39.95**



### **Reflections on Inclusion** *Classic Articles that Shaped Our Thinking*

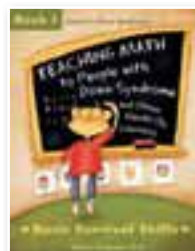
James McLeskey, Editor

During the last 50 years, we have gone from educating students with disabilities in institutional settings - if at all - to educating them in inclusive classrooms. James McLeskey and his colleagues track the inclusion movement from its roots through an analysis of 15 classic scholarly articles that shaped our thinking about educating students with disabilities. Contains the original classic articles along with author commentaries. **2007. 356 pages. ISBN 0-86586-429-2**

**ISBN 0-86586-429-2**

**#P5833-12P ■ \$43.95 ■ CEC Members \$36.95**

## Math



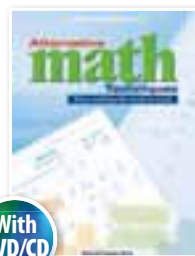
### **Teaching Math to People With Down Syndrome and Other Hands-On Learners:** *Basic Survival Skills*

DeAnna Horstmeier

Educators can use this guide to teach meaningful math to students - with and without learning difficulties - who struggle with understanding computation, number concepts, and when and how to use these skills. The author, an experienced educator, wrote *Teaching Math* to meet the needs of hands-on learners after observing the difficulty her adult son with Down syndrome and his peers had in applying math skills to everyday life.

**2004. 400 pages. ISBN 1-89062-742-9**

**#S5762-12P ■ \$24.95**



### **Alternative Math Techniques:** *When Nothing Else Seems to Work*

Richard Cooper

This collection of instructional concepts, techniques, and tips provides alternatives to common teaching methods and suggestions on what to do when students need a different approach. *Alternative Math Techniques* offers modeling of unusual ways to jump-start student math awareness, a section identifying the root causes of math learning difficulties with ideas to address them, and activities organized by basic math concepts for targeted help. Includes a CD containing 194 reproducible assignments. **2004. 143 pages. ISBN 1-59318-079-9**

**#S5704-12P ■ \$39.95**



# Instructional and Assistive Technology

## Assistive Technology Planner: From IEP Consideration to Classroom Implementation

National Assistive Technology Research Institute (NATRI)

Not all students need assistive technology (AT), but for those students who do, AT may change their lives. Individualized education program (IEP) teams have a major responsibility for ensuring that students with disabilities receive appropriate AT devices and/or services, and that AT is used effectively. The *Assistive Technology Planner* is a practical reference guide for IEP teams as they plan and implement AT as part of a student's IEP. The implementation planning kit contains a user's guide with implementation planning tools, and individual planners for teachers, administrators, and families. **2006. Spiral bound.**

#S5780-12P ■ \$39.00



### Assistive Technology Consideration Quick Wheel

Specially designed to help IEP teams as they consider the student's need for assistive technology, the wheel presents valuable

information about AT and useful resources in an easy-to-understand format.

#P5550-12P ■ \$9.95 ■ CEC Members \$7.75

### Set of 50 Assistive Technology Consideration Quick Wheels

#P5551-12P ■ \$293.00

CEC Members \$234.00



### Learning Disabilities and Assistive Technology: Learning Tools Across the Curriculum

John Castellani and Cynthia L. Warger, Editors

This guide is packed with practical strategies and assistive technology (AT) tools for helping students with learning disabilities access the general curriculum. Includes how AT helps remediate reading disabilities and compensate for reading difficulties, plus using AT for reading and math learning. **2009. 37 pages.**

#S5989-12P ■ \$22.00



### Integrating Technology Tools into Instruction: What's Working in Inclusive Classrooms

Cynthia Warger, Brenda Heiman, Madalaine Pugliese, and John Castellani, Editors

Classroom technology supports such as interactive white boards, digital cameras, laptops, and other readily available technologies can assist in providing access to the curriculum for students with all types of diverse learning needs. This monograph discusses integrating Web 2.0 tools in the general education curriculum, and about making literacy meaningful across the curriculum for all students. It also demonstrates how technology tools are being used to support students in learning social skills plus examples and ideas for developing universally designed curriculum that support AT integration.

**2011. 54 pages.**

#S6060-12P ■ \$22.00



### Instructional Technology: Helping Students Access Curriculum Content

John Castellani and Brenda Heiman

From CEC's Technology and Media Division (TAM), this guide brings specific information to educators and administrators about tools and products to integrate technology for all students in the primary content areas with a special interest on those with disabilities. The chapters reference the common learning challenges of students with disabilities and recommends Web sites, teaching strategies supported by technology, and expanded applications of familiar assistive and instructional technologies. Use of instructional technology in content areas expands effective access to the general curriculum and enhances mastery of instructional standards. **2010. 48 pages.**

#S6010-12P ■ \$22.00



### Accommodating Students With Disabilities: Instructional and Assistive Technology Tools That Work!

John Castellani and Cynthia L. Warger, Editors

National experts share practical tools and approaches for using instructional and assistive technology to help students with disabilities participate in and access the curriculum. Topics include:

- How to use technology supports for individuals with autism spectrum disorders.
- How to select English language acquisition technology for students with disabilities.
- How to create electronic text to support comprehension by students with moderate to severe disabilities.
- How to increase adaptive access to instructional materials for students with significant disabilities.
- How to evaluate educational software for students with differing abilities and disabilities.
- How to assess whether the technology is working.

**2009. 67 pages.**

#S5948-12P ■ \$22.00

### Considering the Need for Assistive Technology Within the Individualized Education Program

John Castellani

Written by national experts and practitioners, this booklet is a must for individualized education program (IEP) teams as they consider assistive technology for students with disabilities. The monograph features:

- Essential information on the reauthorized IDEA (2004).
- A process for considering assistive technology as part of the IEP process.
- Questions and answers related to using assistive technology in school settings.
- Resources for more information.

**2005. 33 pages.**

#S5741-12P ■ \$22.00



**Find combined packages containing additional quality publications from CEC's Technology and Media Division (TAM) at [www.cec.sped.org/store!](http://www.cec.sped.org/store!)**



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* UPS Ground	\$5.00	\$5.75	\$7.25	\$8.75	\$10.50	7% of Total
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CEDS	\$25 <input type="checkbox"/>	DVI	\$25 <input type="checkbox"/>
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# Professional Development

## CHECKLIST ...



- ☒ Review grade level instruction standards and curriculum
- ☒ Become skilled with new technologies
- ☒ Develop differentiated instruction strategies
- ☒ Become familiar with IEP goals
- ☒ Share plans for progress with parents
- ☐ Engage in Professional Development with the Council for Exceptional Children (CEC)!

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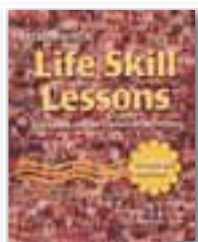
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Judi Kinney and Tom Kinney

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Gary N. Siperstein and Emily Paige Rickards

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# Life and Social Skills

## Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals, Second Edition

Sharon Field and Alan Hoffman

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#S5207-12P ■ \$133.00



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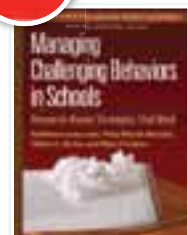
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## Managing Challenging Behaviors in Schools: Research-Based Strategies That Work

Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn, and Mary Crnoblora

This book provides tested, easy-to-implement strategies for preventing problem behavior in the classroom and responding effectively when it does occur. Chapters describe specific steps that K-12 teachers and other school-based professionals can take to develop effective classroom rules and routines; plan suitably challenging instruction; and promote student engagement and motivation. Presenting a continuum of strategies from prevention to more intensive behavior supports, the book offers clear-cut instructions for implementing behavioral contracts, self-monitoring, and functional assessment-based interventions. Special features include more than a dozen reproducible checklists, self-assessment tools, and planning forms. **2010. 255 Pages. ISBN 1-60623-951-3**

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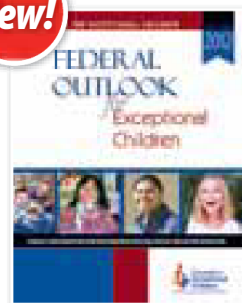


## Federal Outlook for Exceptional Children, Fiscal Year 2012: Budget Considerations and Recommendations for Special and Gifted Education

The *Federal Outlook for Exceptional Children: Fiscal Year 2012* reviews the federally funded special and gifted education programs by focusing on programs which most directly affect America's 10 million children and youth with disabilities and/or gifts and talents: 1) Individuals With Disabilities Education Act (IDEA), 2) Education Science Reform Act (ESRA), and 3) Jacob K. Javits Gifted and Talented Students Education Act. CEC's Policy and Advocacy Services Team provides data on federal appropriations, summaries of each program, fiscal considerations, and CEC recommendations. **2011. 63 pages. ISBN 0-86586-463-2**

#P6014-12P ■ \$21.95 ■ CEC Members \$17.95

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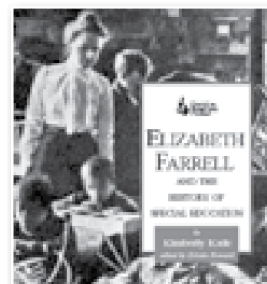


## Elizabeth Farrell and the History of Special Education

Kimberly Kode, Kristen E. Howard, Editor

This is the inspirational story of a genuine American hero – the woman who “created” special education and devoted her life to making a difference in the lives of children and American public schooling. Elizabeth Farrell was the founder of the first ungraded class in U.S. public schools, the developer of the basic principles and concepts under which special education still operates, and one of the founders of the Council for Exceptional Children. Give this book to your students and all your colleagues – and keep a copy for yourself. **2002. 112 pages. ISBN 0-86586-968-5**

#P5528-12P ■ \$15.95 ■ CEC Members \$12.95







## **Inclusion for ALL: *The UN Convention on the Rights of Persons with Disabilities***

*Deborah A. Ziegler, Editor*

*Inclusion for ALL* unites a wide variety of perspectives on the issues and controversies surrounding the inclusion of people with disabilities in all aspects of society. It provides the reader with an understanding of the historical perspective on human rights; the critical nature of inclusion; the Convention provisions; the necessity of honoring

family culture and values; and the need for reducing poverty and social exclusion, guaranteeing deinstitutionalization, and ensuring the provision of education, independent living, employment, and self-determination.

**2010. 320 pages. ISBN 978-1-932716-79-5**

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## **Understanding IDEA 2004: *Frequently Asked Questions***

This must-have publication for all special educators provides quick answers to the most common questions on IDEA 2004. Questions and answers are provided in a concise, easy-to-read format.

This publication addresses a number of the most pressing policy issues in IDEA 2004, including highly qualified teachers, early intervention services, evaluations and reevaluations, response

to intervention, specific learning disabilities, IEPs, procedural safeguards, discipline, research, personnel preparation, and more. **2007. 140 pages.**

**ISBN 0-86586-432-2**

#P5836-12P ■ \$24.95 ■ CEC Members \$20.95



## **Legal Aspects of Special Education**

*Kurt E. Hulett*

*Legal Aspects of Special Education* was written by a practitioner to help teachers, administrators, and advocates understand special education law in everyday language and apply it in their work. Different in many ways from other special education law texts on the market, some unique features

include: a fascinating opening interview and then epilogue with Joe Ballard, a pioneer of the IDEA movement; a discussion of RTI and the implication of IDEA 2004 for school districts; and a discussion of the history of special education and its link to the Civil Rights Movement. Additionally, the book provides case studies and application and critical thinking questions, the most current information on the laws including NCLB and IDEA 2004, and a discussion of major trends. **2008.**

**244 pages. ISBN 0-13117-346-0**

#S5913-12P ■ \$37.33



## **The Legal Meaning of Specific Learning Disability: *For Eligibility for Special Education, Revised Edition***

*Perry A. Zirkel*

Students with specific learning disabilities (SLD) account for half of all the students deemed eligible under the Individuals with Disabilities Education Act (IDEA). The 2004 Amendments to the Act and regulations include significant changes with

regard to the "severe discrepancy" and "response to intervention (RTI)" criteria for SLD eligibility. In the current atmosphere, this monograph provides what is not available in the literature to date – a comprehensive and objective synthesis of the various applicable sources of law, including the various pertinent U.S.

Department of Education policy interpretations and the more than 80 published hearing/review officer and updated case decisions under IDEA. **2006. 120 pages.**

**ISBN 0-86586-425-X**

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# Resources for Administrators

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## A Principal's Guide to Special Education, Second Edition

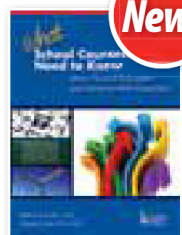
David Bateman and C. Fred Bateman

This resource has virtually everything principals need to know about special education, from special education law to selecting and evaluating special education staff. Topics include discipline, IDEA 2004, NCLB, evaluation of students with disabilities, inclusion, adaptations, and due process. New and experienced principals alike will find

this book invaluable. **2006. 122 pages. ISBN 0-86586-426-8**

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## What School Counselors Need to Know About Special Education and Students With Disabilities

Barbara Baditoi and Pamela E. Brott

With much attention given to assisting members in working within co-teaching environments and the increase of children who are referred for special education services, the call to action for collaboration

among certified school personnel has been raised. As a certified school professional, school counselors are increasingly responsible to balance their work among the schoolwide counseling programs they develop, addressing the needs of individual children, and meeting the demands of parents, administrators, teachers, and colleagues presents seemingly unlimited challenges. Filled with teaming and collaboration tips, tools, and reminders; this book is an essential resource for school counselors, working with special needs students, in meeting those challenges head on. Chapters focus on the school counselor's role in special education, working within teams to meet the needs of students with disabilities, counseling services provided to students with disabilities, the counselor's role in behavior supports, and the transition process for students with disabilities.

**2011. 206 pages. ISBN 0-086586-461-6**

#P6012-12P ■ \$39.95 ■ CEC Members \$33.95



## How to Prepare a Research Article in APA Style, Revised

Fred Spooner, Bob Algozzine, Meagan Karvonen, and Ya-yu Lo

This updated guide is exclusively compiled for special educators and is an invaluable resource for graduate students and university faculty, or anyone who needs to learn how to use APA style in writing for academic publications. Summarizing and simplifying the

multitude of pieces of information presented in the *Publication Manual of the American Psychological Association, Sixth Edition*, the format of this guide mimics that of a research article prepared in APA style, with each section formatted to illustrate APA expectations. Happy writing! **2010. 93 pages. ISBN 0-086586-458-6**

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## Principal Leadership Set

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## A Guide to Co-Teaching With Paraeducators: Practical Tips for K-12 Educators

Ann I. Nevin, Richard A. Villa, and Jacqueline S. Thousand

Focused on the expanding role of paraeducators, this reference provides practical guidelines for collaborating with paraeducators to give students with special needs access to highly qualified instructors in

the general education classroom and individualized attention that promotes learning for all students.

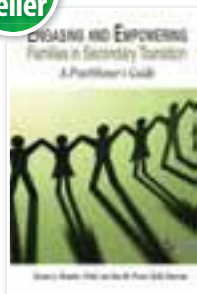
The authors outline a team approach bolstered by a plan for developing a relationship between teachers and their paraeducators through built-in school system supports that allow for appropriate supervision and encourage ongoing training. This guide includes tips and strategies for a collaborative planning and instructional process and offers reproducible forms, numerous K-12 examples providing clear direction, real-life accounts, concept maps, chapter summaries, and a glossary of terms. The authors also address legislative mandates, potential legal challenges, and requirements for certification. **2009. 144 pages. ISBN 1-41295-764-9**

**ISBN 1-41295-764-9**

#S5911-12P ■ \$31.95



Best  
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## Engaging and Empowering Families in Secondary Transition: A Practitioner's Guide

Donna L. Wandry and Amy M. Pleet

An expanded follow-up to a CEC bestseller, this guide includes tools for assessing families' and practitioners' engagement in practices that promote positive post-school outcomes for youth with disabilities.

*Engaging and Empowering Families in Secondary Transition: A Practitioner's Guide* gives

schools and agencies planning tools and practical strategies to foster family partnerships in five dimensions: collaborators in the IEP process; instructors in their youth's emergent independence; peer mentors; evaluators and decision-makers; and systems-change agents. **2009. 160 Pages. ISBN 0-86586-445-4**

#P5943-12P ■ \$31.95 ■ CEC Members \$26.95



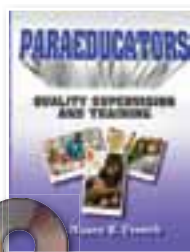
## Large-Scale Assessment and Accommodations: What Works?

Cara Cahalan Laitusis and Linda L. Cook, Editors

This book is essential reading for all who are interested in the most recent information on the policy, research, and practice of accommodating large-scale assessments in K-12 and beyond. The editors have compiled chapters

by more than 25 leading researchers and practitioners in the field of testing accommodations for students with disabilities and English language learners. Chapter authors include Jamal Abedi, Lizanne DeStefano, Stephen Elliott, Janette Klingner, James Shriner, Martha Thurlow, Gerald Tindal, and others. This book is an ideal resource for members of IEP teams who make decisions on testing accommodations for state assessments, as well as state departments of education and researchers. **2007. 256 pages. ISBN 0-86586-430-6**

#P5834-12P ■ \$43.95 ■ CEC Members \$36.95



## Paraeducators: Quality Supervision and Training 2-DVD Set

Nancy French

From Nancy French comes a comprehensive and powerful two-DVD set for the effective supervision and training of paraeducators and teachers working with paraeducators. In today's school environments, teacher

aides/assistants/monitors play a critical support role in the delivery of quality instruction, the implementation of accommodations/modifications for students with special needs, as well as in the supervision and monitoring of students during less structured times of the day.

This DVD program addresses the supervision and support of paraeducators as they:

- Work in inclusive/co-teaching classrooms.
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- Implement instructional accommodations and modifications.
- Supervise and monitor behavior.

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#S5946-12P ■ \$199.00



## Supervising Paraeducators in Educational Settings: A Team Approach, Second Edition

Anna Lou Pickett and Kent Gerlach

The popular *Supervising Paraeducators in Educational Settings* provides teachers, speech-language pathologists, administrators, and physical and occupational therapists with the skills and knowledge necessary to work more effectively with paraeducators.

You'll find guidelines and strategies for school professionals to better direct and manage the work of paraeducators. The contribution paraeducators make to the delivery of education services, the need for role clarification, effective supervision and management, good communication strategies, and teamwork are all discussed in this highly practical book. **2003. 324 pages. ISBN 0-89079-899-0**

#S5537-12P ■ \$45.00

## Assistive Technology Planner: From IEP Consideration to Classroom Implementation - Administrator Component

National Assistive Technology Research Institute (NATRI)

Individualized education program (IEP) teams have a major responsibility for ensuring that students with disabilities receive appropriate assistive technology (AT) devices and/or services, and that AT is used effectively as part of a student's IEP. The administrator booklet is designed to help administrators, working collaboratively with IEP team members, as they consider, plan for, and implement AT successfully. Contains practical information about understanding AT, considering AT in the IEP, getting ready for AT, and implementing AT. The information presented corresponds to the Assistive Technology Implementation Plan developed by NATRI. **2006.**

#S5937-12P ■ \$15.00

Best  
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# Response to Intervention

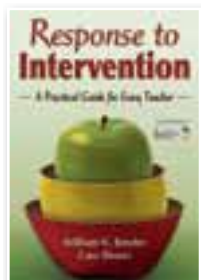


## Responsiveness to Intervention: A Collection of Articles from *TEACHING Exceptional Children*

Alec F. Peck and Stan Scarpati, Editors

This book presents a select set of articles taken from issues of *TEACHING Exceptional Children* that establish a cogent framework for understanding response to intervention (RTI) as a means of preventing academic failure and identifying students with learning disabilities (LD). The articles in the book have been selected because they embody the commendable components of best practice identified by the National Research Center of Learning Disabilities (NRCLD). These components are: 1) schoolwide screening; 2) research-based progress monitoring; 3) fidelity of implementation; 4) data-based decision making; 5) staff development and collaboration; and 6) parent involvement. **2008. 150 pages. ISBN 0-86586-439-X**

#P5873-12P ■ \$27.95 ■ CEC Members \$22.95

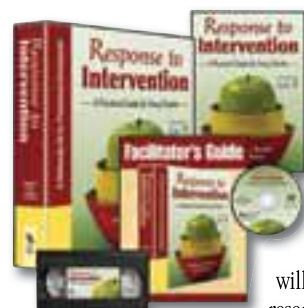


## Response to Intervention: A Practical Guide for Every Teacher

William N. Bender and Cara Shores

For educators new to the RTI approach, *Response to Intervention* presents an overview of key concepts with guidelines for accountability practices that benefit students in inclusive classrooms. Presenting the three tiers of RTI techniques, the authors demonstrate how general and special education teachers can use research-based interventions effectively to individualize instruction, monitor individual student progress, and implement strategies to meet the specific needs of all students. Featuring helpful and reproducible charts, this timely resource is sure to become a valuable guide. **2007. 160 pages. ISBN 1-41295-386-3**

#S5839-12P ■ \$31.95



## Response to Intervention: A Multimedia Kit for Professional Development

William N. Bender and Cara Shores

Designed around the best-selling book, this comprehensive multimedia kit offers staff developers explicit tools to introduce the three-tiered RTI approach. Facilitators will be able to demonstrate how to implement research-based interventions to individualize instruction, monitor individual student progress, and collect data to make informed instructional decisions for all learners. Includes VHS (42 minutes), DVD, Facilitator's Guide, and Companion Book. **2008. ISBN 1-41296-293-3**

#S5864-12P ■ \$359.95 ■ CEC Members \$305.95



## Thinking About Response to Intervention and Learning Disabilities: A Teacher's Guide

Developed by CEC's Division for Learning Disabilities (DLD), this valuable resource informs teachers about the basis for RTI and its implications

for serving students, especially those who have learning disabilities. Provides essential background about RTI, including explanations about tiered models of intervention and the role of progress monitoring, implications for people who will be affected by RTI (teachers, parents, and students), and a summary of what we know and do not know about RTI. **2007. 32 pages. ISBN 0-97959-870-8**

#D5859-12P ■ \$4.95

## RTI in Action: Oral Language Activities for K-2 Classrooms

From P. Roth, Dorothy P. Dougherty,  
Diane R. Paul, and Deborah Adamczyk

*RTI in Action: Oral Language Activities for K-2 Classrooms* capitalizes on the power of collaboration between speech-language pathologists (SLPs) and teachers. Designed to enhance K-2 students' oral language skills, the book offers practical activities based on general education curricular standards and provides specific, straightforward strategies to help SLPs and teachers modify instruction. This book provides activities to build oral language skills in five major areas critical to success in language, literacy, academics, and social skills: basic concepts, vocabulary, listening and speaking, phonological awareness, and print knowledge. Includes a CD featuring PDFs of all activities in the book, a sample PowerPoint for in-service training, and additional handouts. **2010. 358 pages. ISBN 1-58041-233-5**

#S6031-12P ■ \$64.00





**New!**



## Response to Intervention Laminated Card

*Karen Burggraf and Arden Sotomayor*

Packed with information, this card for teachers and staff trainers is a quick reference to the planning, practice and process of RTI. Any teacher with struggling learners will find tremendous benefit from the ideas summarized on this product. Staff trainers will also be able to use this

card as the ideal flow of training information and as a permanent resource to give to trainees. **2007.**

#S5898-12P ■ \$12.95



## The Power of RTI: Classroom Management Strategies K-6 DVD

*Jim Wright*

*The Power of RTI* presents powerful strategies for structuring classroom routines that minimize opportunities for student misbehavior. The author focuses on TIER I techniques which address: classroom rules, routines, and schedules; positive behavioral expectations; simple strategies to manage defiant and non-compliant students; targeted use of rewards and feedback; structured lessons to incorporate meaningful student choices; and management of daily classroom transitions. **2008. 68 minute DVD. Closed captioning. ISBN 1-934032-66-4**

#S5945-12P ■ \$139.95



## Using RTI for School Improvement: Raising Every Student's Achievement Scores

*Cara Shores and Kim Chester*

Principals and administrators have only scratched the surface of how response to intervention (RTI) can maximize school performance and student achievement. Utilizing a big picture approach, this book gives school

and district leaders a comprehensive vision and framework for implementing RTI schoolwide and includes interventions and assessments for teachers.

**2008. 232 pages. ISBN 1-41296-641-2**

#S5914-12P ■ \$36.95

## RtI for Gifted Students: A CEC-TAG Educational Resource

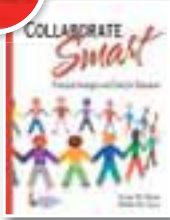
*Mary Ruth Coleman and Susan K. Johnsen, Editors*

*RtI for Gifted Students* provides a comprehensive overview of response to intervention (RTI) frameworks that include gifted students. This book incorporates national, state, and local RTI models and how gifted learners can be included within these frameworks. Specific attention is given to addressing the needs of students who are twice-exceptional and to culturally responsive practices. The book concludes with ways of assessing a school's RTI model and challenges for using RTI in gifted education. **2010. 164 pages. ISBN 1-59363-488-9**

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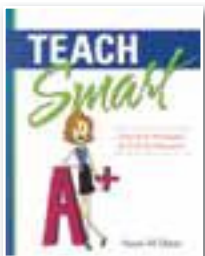
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## **Teach Smart: Practical Strategies & Tools for Educators**

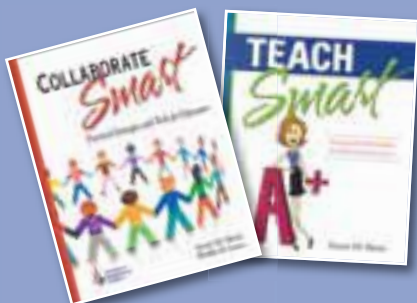
Susan M. Hentz

*Teach Smart* presents practical strategies and tools to improve proficiency across a range of skills that will enable new or veteran teachers to set up and manage a classroom that supports effective teaching and

learning. Chapter titles include: Beginning the School Year; Student Diversity; Assessment to Planning; Consultation; Collaboration; and Co-Teaching; Learning Centers; and Family Involvement. Also includes diverse timesaving tools including family letters, checklists, interest surveys, and rubrics to help teachers promote student achievement and parent involvement.

**2007. 122 pages. ISBN 0-97903-840-2**

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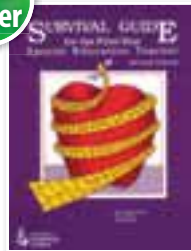
Jane Burnette and Cassandra Peters-Johnson, Editors

This book helps teachers develop skills and abilities that promote thriving in a teaching career. Its six chapters help teachers examine personal values, work effectively with principals and administrators, collaborate with parents and professionals, maximize the services of paraeducators, make paperwork more efficient and effective, and develop a holistic viewpoint.

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## **Survival Guide for the First-Year Special Education Teacher, Revised**

Mary Kemper Cohen, Maureen Gale, and Joyce M. Meyer

The perfect resource for all teachers — special educators, general education teachers, and paraprofessionals working in traditional or inclusive school settings. It provides easy-to-use suggestions for organizing classrooms; planning and record keeping; getting lessons ready for substitute teachers; working with

parents, administrators, and fellow teachers; building collaborative partnerships; and managing stress. **1994. 56 pages. ISBN 0-86586-256-7**

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Maureen Gale

The special education teacher faces multiple tasks, demands, requirements and standards, all of which must be held in careful balance. This comprehensive reference card was created specifically to help special educators improve their instruction, their organization, and their collaboration with both parents and the school community. **2008.**

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This practical guide shows you how to shape the structure of the teaching day to ensure that learners with special needs experience success. It includes simple teacher-tested, easy-to-implement strategies needing five or fewer steps to organize students and their work. You will learn about using incentive programs and meaningful consequences to achieve desired behaviors, and coordinating with co-teachers, general education teachers, and staff to maximize your efforts. When the key paperwork is at your fingertips, the lesson plan is prepared, and the to-do list is written, you will find more time in your day for what's most important – time with your students. **2006. 144 pages. ISBN 1-41291-508-3**

#S5910-12P ■ \$31.95



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**2007. 160 pages. ISBN 1-41294-039-9**

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From CEC's Technology and Media Division (TAM), these four TAM Fans are handy tools for practitioners, teachers, related service providers, and families.

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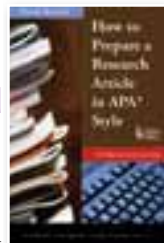
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Festus E. Obiakor, Bob Algozzine, and Fred Spooner, Editors

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## Surviving Graduate Study in Special Education: An Insider's Guide

Leah Wasburn-Moses, Lee Sherry, Editor

Thinking about pursuing a masters or doctoral degree in special education? How do you find the right program? How do you find funding? What questions do you ask in an interview? What are the elements to focus on that really ensure your success? All the information graduate students in special education wish that they had known when they started their studies is captured in this publication. A first for special education, this is a guide for every step along the way to graduate school success. **2009. 144 pages. ISBN 0-86586-440-3**

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## 7 Steps for Success: High School to College Transition Strategies for Students With Disabilities

Elizabeth Hamblet

The transition from high school is always challenging for any high school student, but for young adults with disabilities, it can be even more difficult. This practical guide describes the rights and responsibilities that students with disabilities have as they transition from high school to college. Since colleges and universities are not required to modify curriculum or alter admission standards for students with disabilities, all students with disabilities must meet the same criteria for entrance to college or programs and maintain the same GPA as their peers without disabilities. By employing the voices of seasoned guidance counselors, admissions directors, disability coordinators, and students with disabilities, this book addresses some of the most commonly asked questions about disability disclosure, the admissions essay, test score interpretation, and what "works" for students in college. It also includes practical suggestions regarding how to make the most of the campus visit and questions to ask the disability services coordinator. **2011. ISBN 0-086586-467-5**

#P6041-12P ■ \$32.95 ■ CEC Members \$27.95



## Engaging and Empowering Families in Secondary Transition: A Practitioner's Guide

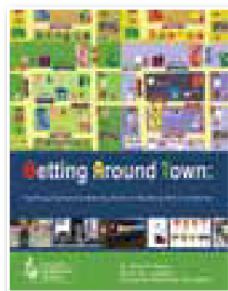
Donna L. Wandry and Amy M. Pleet

An expanded follow-up to a CEC bestseller, this guide includes tools for assessing families' and practitioners' engagement in practices that promote positive post-school outcomes for youth with disabilities.

*Engaging and Empowering Families in Secondary Transition: A Practitioner's Guide* gives schools and

agencies planning tools and practical strategies to foster family partnerships in five dimensions: collaborators in the IEP process; instructors in their youth's emergent independence; peer mentors; evaluators and decision-makers; and systems-change agents. **2009. 160 Pages. ISBN 0-86586-445-4**

#P5943-12P ■ \$31.95 ■ CEC Members \$26.95



## Getting Around Town: Teaching Community Mobility Skills to Students With Disabilities

M. Sherril Moon, Emily M. Luedtke and Elizabeth Halloran-Tornquist

Transition experts agree that learning to get around the community is one of the essential components of all school programs for students with disabilities regardless of the type or degree of disability. By teaching mobility skills across several areas and its

impact for students to learn in the domestic, work, social, self-determination, and recreation domains, educators, families, and older students have a starting point for including these goals in individualized education programs (IEP). This guide provides examples of possible IEP goals and field-tested lesson plans for individual students or entire classes across all age and grade levels. **2010. 181 pages. ISBN 0-86586-447-0**

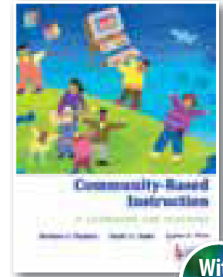
#P5951-12P ■ \$34.95 ■ CEC Members \$28.95

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Barbara A. Beakley, Sandra L. Yoder, and Lynda L. West

This guidebook provides guidance on the design, implementation, and evaluation of community-based instructional (CBI) programs. The authors discuss the background and parameters of CBI and what it means, expectations for CBI, implementation procedures, school and classroom components of CBI, independence in all aspects of the community, CBI program evaluation, and community skills maintenance and generalization. **2003. Book with CD. 202 pages. ISBN 0-86586-983-9**

#P5630-12P ■ \$38.95 ■ CEC Members \$32.95



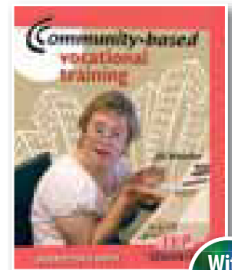
With DVD/CD

## Community-Based Vocational Training

Jill Wheeler

This hands-on, how-to manual helps you create and maintain community-based vocational experiences for students with significant disabilities. The book's 10 chapters follow a sequence of successful job placement - from getting started to on-site job training. It stresses functional assessments, transition planning and supportive employment options. By using the reproducible forms, letters and assessments, you can spend more time with students and potential employers. Includes Windows and Mac compatible CD with printable PDF. **2005. Covered, spiral bound book. 170 pages. ISBN 1-57861-558-5**

#S5851-12P ■ \$49.00



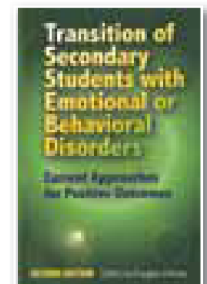
With DVD/CD

## Transition of Secondary Students With Emotional or Behavioral Disorders: Current Approaches for Positive Outcomes, Second Edition

Douglas Cheney, Editor

Addressing the successes students with emotional or behavioral disorders find within self-determined, normative settings, *Transition of Secondary Students with Emotional or Behavioral Disorders* establishes a clear design for a variety of education programs, settings, and perspectives to attain success. For educators, juvenile justice managers, mental health providers, vocational rehabilitation services and more, the lessons learned from this book's contributors emphasize how caring, individualized services by trustworthy providers will lead students with emotional or behavioral disorders on a path of success in employment, education, and community living. **2010. 468 pages. ISBN 0-87822-626-9**

#S5972-12P ■ \$35.95



# Transition - Life Centered Career Education



**Life Centered Career Education (LCCE), Revised Edition**, is a comprehensive curriculum assessing and guiding instruction for knowledge important to functioning as a family member, employee, and a productive citizen in one's community. *LCCE* can be integrated with a state or district's required content standards or to complement and enrich a state's alternate standards. *LCCE* has been tested with high school students with learning disabilities and mild mental impairment. Vocabulary and syntax are generally on a fourth grade level. It includes 22 competencies in three major domains and 97 subcompetencies. The curriculum offers universally appropriate lesson plans and activities that reflect today's technological advancements.

The complete evidence-based *LCCE* kit includes seven items:

- *Competency Assessment Knowledge Batteries* (10 copies of each of two alternative forms), with an Administration Manual and Technical Report (item #1).
- *Competency Assessment Performance Batteries* with an accompanying Administration Manual (item #2).
- A copy of *Life Centered Career Education: A Competency-Based Approach, Teacher's Guide, Fifth Edition* (item #3).
- 3 CD with more than 1,100 lesson plans covering *Daily Living Skills*, *Personal-Social Skills*, and *Occupational Guidance and Preparation* and a copy of each of the three accompanying student workbooks (items #4, #5, and #6).
- Competency Rating Scale.

**2004. Kit. ISBN 0-86586-292-3**

#P5660-12P ■ \$940.00 ■ CEC Members \$800.00

**2004. Kit plus 10 copies of each student workbook.**

#P5666-12P ■ \$1,282.00 ■ CEC Members \$1,090.00



## **Life Centered Career Education: A Competency-Based Approach – Teacher's Guide, Fifth Edition**

Donn E. Brolin

The curriculum spelled out in this book is the foundation for life skills and transition education for thousands of young people each year. It organizes 22 priority life skills competencies into subcompetencies, objectives, and supporting activities for school and community. Reproducible forms include a student competency rating scale for easy assessment and a sample IEP form. **2004. 190 pages. Spiral bound. (Item #3 in LCCE kit) ISBN 0-86586-292-3**

#P5696-12P ■ \$30.00 ■ CEC Members \$26.00

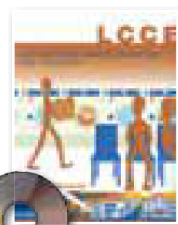
## **Daily Living Skills**

Contains 472 lesson plans with updated activities covering personal finances (including using credit cards, ATMs, etc.), household management, personal needs, family responsibilities, food preparation, citizenship responsibility, and leisure. **2004. CD.**

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#P5664-12P ■ \$127.00 ■ CEC Members \$108.00



## **Personal-Social Skills**

Provides 371 lesson plans with additional activities for developing self-awareness, self-confidence, socially responsible behavior, interpersonal skills, independence, decision-making, and communication skills. **2004. CD.**

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ISBN 0-086586-408-X

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## **Occupational Guidance and Preparation**

Includes 287 revised lesson plans on occupational possibilities and choices in the 21st century, appropriate work habits, seeking and maintaining employment, physical/manual skills, and specific job competencies. **2004. CD.**

#P5663-12P ■ \$250.00 ■ CEC Members \$214.00

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ISBN 0-086586-409-2

#P5667-12P ■ \$119.00 ■ CEC Members \$102.00



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## Competency Assessment Performance Batteries

Includes two alternative forms provided for all skills tested. Items are primarily performance-based and should be administered to students individually or to small groups,

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#P5695-12P ■ \$234.90 ■ CEC Members \$199.95



## Competency Assessment Knowledge Batteries

Containing parallel forms, A and B, each with 200 multiple-choice questions. Designed to pinpoint specific competency deficiencies. Includes an Administration

Manual and a Technical Report. Also includes two sets of 10 Knowledge Batteries. Knowledge Batteries may not be reproduced (*Item #1 in LCCE Kit*). Binder format. 2004. ISBN 0-86586-239-7

#P5694-12P ■ \$134.95 ■ CEC Members \$114.95



## Life Centered Career Education: Modified Curriculum for Individuals With Moderate Disabilities

Robert J. Loyd and Donn E. Brolin

This modified version of the *LCCE Curriculum* provides practitioners with the same easy-to-use format of the original version. A correlation table allows teachers to identify corresponding competencies in the event that

students are able to move from this more basic version to the more advanced objectives of the original work. A Modified Competency Rating Scale (CRS-M) and modified IEP form are also included. 1997. 105 pages. ISBN 0-86586-293-1

#P5194-12P ■ \$37.95 ■ CEC Members \$32.95

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# Title Index

7 Steps for Success: High School to College Transition Strategies for Students With Disabilities.....	31	Differentiated Instruction, Laminated Card.....	8
A Guide to Co-Teaching: A Multimedia Kit for Professional Development.....	7	Differentiating Instruction for Students With Learning Disabilities: A Multimedia Kit, Second Edition .....	8
A Guide to Co-Teaching With Paraeducators: Practical Tips for K-12 Educators .....	24	Differentiating Instruction for Students With Learning Disabilities, Second Edition.....	8
A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, Second Edition.....	7	Early Intervention for Infants and Toddlers and Their Families, YEC Monograph No. 10.....	11
A Principal's Guide to Special Education, Second Edition.....	24	Elizabeth Farrell and the History of Special Education.....	22
A Work in Progress.....	5	Engaging and Empowering Families in Secondary Transition.....	25, 31
Accommodating Students With Disabilities.....	18	Facing the Challenge: Working With Children Who Use Challenging Behaviors, 2-DVD Set .....	10
ADHD & LD: Powerful Teaching Strategies and Accommodations (K-8) DVD .....	2	Federal Outlook for Exceptional Children: Fiscal Year 2012.....	22
Aligning IEPs to the Common Core State Standards.....	14	Getting Around Town: Teaching Community Mobility Skills to Students With Disabilities .....	31
Alternative Assessments With Gifted and Talented Students.....	12	How to Reach and Teach Children with ADD/ADHD, Second Edition .....	2
Alternative Math Techniques .....	17	How to Prepare a Research Article in APA Style, Revised .....	24, 29
Assessing Culturally and Linguistically Diverse Students.....	3	Inclusion for ALL.....	23
Assistive Technology Consideration Quick Wheel.....	18	Inclusion Strategies That Work! Second Edition .....	17
Assistive Technology Planner, Administrator Component.....	25	Inclusive Assessment and Accountability .....	3
Assistive Technology Planner.....	18	Integrating Technology Tools into Instruction.....	18
Autism Spectrum Disorders.....	4	Integrating Transition Planning into the IEP Process, Revised .....	14
Autism Spectrum Disorders: Family, Community, Social Skills, and Behavior: A Collection of Articles from <i>TEACHING Exceptional Children</i> .....	5	Instructional Technology: Helping Students Access Curriculum Content.....	18
Better IEPs, Fourth Edition Updated .....	14	Know the Code: Learn Social Behaviors at School - Comprehensive Program....	21
CARA's Kit, Consultant Version.....	10	Large-Scale Assessments and Accommodations .....	3, 25
CARA's Kit, Teacher Version .....	10	Learning Disabilities and Assistive Technology .....	18
Case Studies of Minority Student Placement in Special Education.....	9	Legal Aspects of Special Education.....	23
CEC 2010 Convention & Expo Multicultural Institute, DVD.....	9	Life Centered Career Education (LCCE): Competency Assessment Knowledge Batteries.....	33
Children and Youth With Asperger Syndrome .....	4	Life Centered Career Education (LCCE): Competency Assessment Performance Batteries .....	33
Classroom Instruction and Students With Autism Spectrum Disorders: A Collection of Articles from <i>TEACHING Exceptional Children</i> .....	5	Life Centered Career Education (LCCE): Kit plus set of 10 Student Workbooks .....	32
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Collaborate Smart .....	7, 28	Life Centered Career Education (LCCE): Daily Living Skills Set of 10 Student Workbooks .....	32
Common-Sense Classroom Management for Special Education Teachers, Grades K-5 .....	29	Life Centered Career Education (LCCE): Modified Curriculum for Individuals With Moderate Disabilities.....	33
Common-Sense Classroom Management for Special Education Teachers, Grades 6-12.....	29	Life Centered Career Education (LCCE): Occupational Guidance and Preparation, CD .....	32
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Community-Based Vocational Training.....	31	Life Centered Career Education (LCCE): Personal-Social Skills, CD.....	32
Considering the Need for Assistive Technology Within the Individualized Education Program.....	18	Life Centered Career Education (LCCE): Personal-Social Skills Set of 10 Student Workbooks .....	32
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Dealing With Behavioral Disorders, Laminated Card.....	6	Life Skill Lessons.....	21
DEC Recommended Practices: A Comprehensive Guide for Practical Application .....	10		
DEC Recommended Practices Toolkits, CD.....	10		
DEC Recommended Practices Workbook.....	10		

Linking Assessment to Instructional Strategies .....	3	TAM Fan: Technology Supports for Young Children.....	29
Linking Curriculum to Child and Family Outcomes, YEC Monograph No. 9 .....	11	TAM Fan: Using Assistive Technology Accommodations in Assessment .....	29
Managing Challenging Behaviors in Schools .....	6, 21	TAM Fan: Web 2.0 Tools in K-12 Education.....	29
Managing the Cycle of Acting-Out Behavior in the Classroom.....	6	Teach Smart.....	28
More Inclusion Strategies That Work!.....	17	Teacher's Guide to ADHD .....	2
More Power: Instruction in Co-Taught Classrooms, DVD .....	7	Teaching Math to People With Down Syndrome and Other Hands-On Learners .....	17
Organizing Your IEPs.....	14	Teaching the Gifted in an Inclusion Classroom .....	12
Parability: The CEC Paraeducator Standards Workbook .....	22	The Co-Teaching Lesson Plan Book, Third Edition .....	7
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Publish, Flourish, and Make a Difference.....	29	The Power of RTI: Classroom Management Strategies K-6, DVD.....	27
Quality Inclusive Services in a Diverse Society, YEC Monograph No. 11 .....	9	The Power of Two: Making a Difference Through Co-Teaching, DVD, Second Edition .....	7
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Recipe for Writing, Student's Cookbook.....	16	Thriving as a Special Educator.....	28
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Response to Intervention: A Multimedia Kit for Professional Development.....	26	Universal Design for Learning: A Guide for Teachers and Education Professionals .....	8
Response to Intervention: A Practical Guide for Every Teacher .....	26	Using RTI for School Improvement.....	27
Response to Intervention, Laminated Card.....	27	Using the National Gifted Education Standards for PreK-12 Professional Development.....	12
Responsiveness to Intervention: A Collection of Articles from <i>TEACHING Exceptional Children</i> .....	26	Using the National Gifted Education Standards for University Teacher Preparation Programs .....	12
RTI in Action: Oral Language Activities for K-2 Classrooms.....	26	U-STARS~PLUS: Family Science Packets .....	13
RTI for Gifted Students.....	12, 27	U-STARS~PLUS: Professional Development Kit.....	13
Social Emotional Development, YEC Monograph No. 8 .....	11	U-STARS~PLUS: Science & Literature Connections .....	13
Social Skills for Students With Autism Spectrum Disorders and Other Developmental Disabilities, Lesson Plans 1-50.....	4, 21	U-STARS~PLUS: Teacher's Observations of Potential in Students (TOPS Folders).....	13
Social Skills for Students With Autism Spectrum Disorders and Other Developmental Disabilities, Lesson Plans 51-100.....	4, 21	U-STARS~PLUS: Teacher's Set .....	13
Special Populations in Gifted Education .....	12	What Every Special Educator Must Know, Sixth Edition Revised.....	22
Steps to Self-Determination, Second Edition .....	21	What School Counselors Need to Know About Special Education and Students With Disabilities.....	24
Strategies at Hand: Quick and Handy Positive Behavior Support Strategies .....	6	What Successful Teachers Do in Diverse Classrooms .....	9
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Surviving Graduate Study in Special Education.....	29		
TAM Fan: Assistive Technology Considerations for Academic Success.....	29		

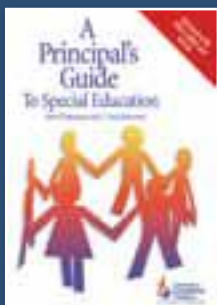


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